R E P O R T R E S U M E S

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FAMILIES IN JAPAN, A 4- TO 6-WEEK SOCIAL STUDY DEVELOPED FOR THE SECOND SEMESTER OF GRADE ONE.

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THIS PUBLICATION WAS DEVELOPED AS A RESOURCE UNIT FOR ELEMENTARY SCHOOL TEACHERS TO USE IN A FIRST-GRADE SOCIAL STUDIES CURRICULUM. THE UNIT WAS DEVELOPED AND TESTED AT A SEMINAR HELD IN OCTOBER 1965, AT KENT, OHIO. THE CONTENTS INCLUDE OBJECTIVES, ESSENTIAL GENERALIZATIONS, LEARNING ACTIVITIES, UNIT CONTENT (WHICH PROVIDES THE TEACHER WITH A LIST OF NEEDED MATERIALS), A SUGGESTED DAILY LESSON PLAN, A BIBLIOGRAPHY FOR TEACHERS, AND A LIST OF SUCH RELATED TEACHING AIDS AS FILMS, FILMSTRIPS, AND MUSIC. (GC)

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FAMILIES IN JAPAN*

A Four- to-Six Week Social Study
Developed for the Second Semester of Grade One

Melvin Arnoff
Assistant Professor of Education
Kent State University
June, 1966

* The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of the Cooperative Research Program.

ACKNOWLEDGMENTS

Just as scientific research is increasingly the fruit of combined efforts, effective curriculum development must be the product of the experience and special talents of an educational team. This resource unit is the product of such a team. While it was imperative that the team which developed this resource unit work as one body, it is prudent at this point that the members of the group now be separated for the purpose of recognizing their individual contributions.

The major consultants to this project were: geographer Dr. Robert Hall of the University of Rochester; Dr. Robert Smith of Cornell University, who lectured on social institutions and origins of the Japanese; and Dr. Robert Ward, Director of the Center for Japanese Studies at the University of Michigan, and specialist on political institutions of Japan.

The efforts of the unit writers must be acknowledged in consideration of both the difficulty of the assignment and the quality of the material they produced. The task of changing their spots from classroom teachers, principal, and administrator to curriculum writers was handled in such a way as to make one believe they were more like chameleons who, at will, changed color. In truth, the transition was a difficult one which Miss Nancy Faust, Miss Betty Fisher, Mrs. Martha Lutz, Mrs. Selma Mabra, Mrs. Charlotte Patterson, and Mrs. Marie Swackhammer handled professionally and with competence, though to be sure, not without an occasional ripple. The dual role of Miss Fisher who as elementary supervisor also coordinated teacher selection, orientation, and writing phases in Springfield, was handled most effectively.

The task of evaluating the utility and practicability of the resource unit in the classroom setting was handled competently and with enthusiasm by eleven teachers in addition to the unit writers, all of whose annotated logs served as the basis for the editing of the resource unit into its final form. These teachers are: Miss Joyce Booth, Miss Gwendolyn Davis, Mrs. Dorothy Fetz, Miss Ilene Johnson, Mrs. Lenore Kinnison, Mrs. Mildred Lafferty, Miss Nellie Leffel, Mrs. Kathryn Thomas, Mrs. June Voedisch, Mrs. Clarice Wells, and Mrs. Beatrice Winchell.

The native-born Japanese who were most willing to share aspects of their culture, and persons who spent considerable time in Japan, have contributed significantly to the richness of the resource unit. Of special note were the presentations of Dr. and Mrs. David Moroi, Mr. and Mrs. Shigeru Taniguchi, Dr. and Mrs. Masakatsu Shibugaki of Tokyo, Dr. and Mrs. Akio Suzuki, and Dr. and Mrs. Roy Wenger.

While it was expected that the project secretary would perform the variety of functions associated with this curriculum development project, Mrs. Elaine Rosenstein often went beyond the requirements of time and effort to assist in promoting the quality of this effort.

To overlook one's wife is problematic enough, but more so when, as Ruth did, she actively assisted in many phases of this effort, and she deserves credit most notably in compiling and testing Japanese recipes and in preparing and serving a formal Japanese dinner for the unit writers and Japanese guests.

To all these persons as well as fellow members of the Kent State University faculty: Dr. Marvin Koller, sociologist, and James Rinier, geographer, the director is indebted. They, however, must be relieved of the responsibilities for erroneous statements and other errata which inadvertently may have crept into the final draft. These, properly, should reflect the shortcomings of the project director.

INTRODUCTION

Before utilizing this course of study, one must be aware of the context in which this material was developed and must be cognizant of the underlying assumptions.

You are now perusing one product of a major effort in curriculum development in the social studies fomented in part by a changing conception of the cognition abilities of children. This resource unit is only the first of a series which, when completed, will comprise the Comparative Problems Curriculum.[1] It is also believed and hoped, however, that this resource unit will prove useful outside of this curriculum context to educators who may wish to borrow and adapt the content, resources, activities, and any other portions of the materials presented herein. In this way, this unit may serve not only as a completed portion of the Comparative Problems Curriculum but as a rich resource for curriculum development according to a variety of conceptual schemes. You are therefore invited to adopt, adapt, or edit this material to serve the ends of your educational program. If this material is so used, you will be aiding in the realization of the goals of this curriculum research project and the goals of the Cooperative Research Program.[2]

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[1]For a fuller explanation of the Comparative Problems Curriculum see Melvin Arnoff, "A Comparative Problems Curriculum," Social Education, 30:93-95, February 1966.

[2]The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of the Cooperative Research Program.

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SUMMARY OF COOPERATIVE RESEARCH PROJECT
S 325 No. OE 610049
Dr. Melvin Arnoff, Kent State University

A. Objectives

1. To implement the recommendations of social scientists concerning content in the elementary social studies curriculum which can be conveyed through a unit at the first-grade level, "Families in Japan."

2. To develop a meaningful unit of study at the first-grade level which will aid in the realization of the following goals:
   a. Help children compare the various patterns of family functioning in a foreign culture with those in their own environment.
   b. Help children recognize similar and different patterns of family functioning in cultures different from their own.
   c. Help children acquire skills, attitudes, and knowledge which will cumulatively enhance their abilities to make accurate and effective interpretations of their physical and social world.
   d. Provide a resource unit which can be employed in a Comparative Problems Curriculum[1], included within the framework of a more traditional curriculum, or modified to conform to various curriculum patterns.
   e. To utilize teachers who have met specified criteria for the development of methods, materials, and devices for presenting the unit.

3. To introduce at appropriate grade levels content which will enable children to approach an understanding of the basic principles and generalizations of sociology, economics, history, political science, and geography which apply to functions of the family in all societies.

4. To lay a content foundation upon which children can continue to build their understandings of principles and generalizations of the social sciences.

B. Procedures

Five teachers, in addition to the elementary supervisor, were selected from the almost 700 elementary teachers employed by the Springfield (Ohio) Public Schools to serve as unit writers. Teachers were selected by the investigator, the elementary supervisor, and the coordinator of instruction on the basis of specified criteria which included minimum standards of training, utilization of unit teaching in the classroom, adjudged success in classroom teaching, and interest in participating in the development of this unit.

Unit writers attended a two-week seminar on the campus of Kent State University. The first week of the workshop was devoted to lectures, conclaves, directed reading, and film viewing under the guidance of the cooperating social scientists. The lectures considered generalizations from the various social sciences, suggestions for resources, and recommendations for the specific unit. (See Attachment I for a program of the workshop.) During the second week of the seminar unit writers

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[1]Melvin Arnoff, "A Comparative Problems Curriculum," Social Education XXX, No. 2: 93-95, February 1966.

outlined unit content and began writing under the guidance of the consultants. In the two weeks following the campus seminar, unit writers returned to Springfield to complete the first draft of the unit which were then edited, compiled and subsequently reviewed by the consultants.

The preliminary form of the unit was utilized in a pilot program by the unit writers plus twelve selected first-grade teachers who taught the unit and kept logs concerning the appropriateness of unit content and suggested approaches. These logs were utilized by the project director in revising the unit. The revised unit again reviewed by the consultants, edited, and reproduced in final form for distribution to state departments of education, university departments of education, and to organizations directly concerned with modifying the elementary social studies curriculum.

The completed resource material "Families in Japan" is a resource unit from which a teacher can select activities, content, materials, bibliography for students and the teacher, - Objectives, Essential Generalizations, Learning Activities, Content, which provides the teacher with a listing of needed Materials, A Suggested Daily Lesson Plan, A Bibliography for teachers and students, and a listing of related films, filmstrips, music, and other teaching aids. Copies of the unit are available from the Department of Elementary Education, Kent State University, Kent, Ohio at $2.25. (118 pp.)

ATTACHMENT I

SOCIAL STUDIES CURRICULUM RESEARCH
Kent State University
Project S 325

Seminar Program
for Unit Writers
October 4 - 16, 1965

Sunday, October 3, 1965
Evening — Arrival

Monday, October 4, 1965
9:00 A.M. — ALUMNI CONFERENCE ROOM - STUDENT UNION
Dr. Clayton M. Schindler, Dean, College of Education
Dr. Roy W. Caughran, Chairman, Department of Elementary Education
Dr. Thomas L. Lamb, Director, Regional Services, Division of Academic Centers
Dr. Melvin Arnoff, Assistant Professor
"Project Objectives and Design"

Lunch — STUDENT UNION - ROOM 206

1:30 — Library Tour - Mrs. Bone and Mrs. Herrick
3:00 — University School Library - Miss Travis
4:00 — Films
"Japan" (27)
"Rice in Today's World" (11)

Dinner — (4:45-5:45) TERRACE DINING HALL

7:30-9:00 P.M. — Reception - STUDENT UNION - ROOM 206

Tuesday, October 5, 1965 — ALUMNI CONFERENCE ROOM
9:00 A.M. — Mrs. Cahill
"Using the Curriculum Laboratory"

Lunch — STUDENT UNION - ROOM 205

1:00 — Japanese Film Festival
"Ancient Orient - The Far East" (14)
"Japan: An Historical Overview" (14)
"Japan: East is West" (30)
"Japanese Village Life" (15)
"Boy of Japan: Ito" (11)
"Japan: Harvesting the Land and Sea" (27)
"Japan: Miracle in Asia" (30)

Dinner — KENT MOTOR INN

7:30-9:00 P.M. — Dr. and Mrs. Roy Wenger
"Shinto and Shibui"

Wednesday, October 6, 1965		ALUMNI CONFERENCE ROOM
	9:00 A.M.	"Survey of Geographic Principles" Member of Kent State University Department of Geography
	Lunch	STUDENT UNION - ROOM 206
	1:30	LEWIS CARROLL ROOM - CLEVELAND PUBLIC LIBRARY (Parking: Women's Federal, 320 Superior Avenue)
	Dinner	(6:30) ROUND TABLE
	7:30 P.M.	Library research, reading from suggested list
Thursday, October 7, 1965		ROOM 205 (until 4:00 P.M.)
	9:00-10:30	Dr. Marvin Koller, Professor of Sociology Discussion of "Four Families"
	10:30-12:00	Films "Japanese Family" (23) "Children of Japan" (11) "Japanese Fishing Village" (13)
	Lunch	ROOM 206
	1:30	Readings from Smith bibliography
	Dinner	KENTWOOD
	7:30-9:00 P.M.	BOWMAN HALL - ROOM 313 Dr. Robert Smith, Professor of Anthropology, Cornell University
Friday, October 8, 1965		ALUMNI CONFERENCE ROOM
	9:00-11:30 A.M.	Dr. Smith
	Lunch	ROBIN HOOD
	1:30-3:30	Dr. Smith
	3:30-5:00	Open
	Dinner	TERRACE ROOM
Saturday, October 9, 1965		ALUMNI CONFERENCE ROOM
	9:00-11:30 A.M.	Dr. Robert Hall, Jr., Associate Professor Geography, University of Rochester
	Lunch	MIDWAY RESTAURANT
	1:00-5:00	Dr. Hall
	Dinner	HAHN'S RESTAURANT

Sunday, October 10, 1965 Open

Monday, October 11, 1965 ALUMNI CONFERENCE ROOM

9:00-11:30 A.M.	Dr. Robert Ward, Professor of Political Science, University of Michigan
Lunch	STUDENT UNION - ROOM 206
1:00-5:30	Dr. Ward
Dinner	KENTWOOD
7:30 P.M.	Open

Tuesday, October 12, 1965

9:00 A.M.	Dr. Arnoff - Progress Evaluation
Lunch	STUDENT UNION - Room 206
1:00	Dr. and Mrs. David Moroi "Japanese Life" - family patterns, flower arranging...
Dinner	TERRACE ROOM

Wednesday, October 13
and Thursday, October 14, 1965 Open scheduling
Meals in TERRACE ROOM

Friday, October 15, 1965

9:00 A.M.	Open
Lunch	TERRACE ROOM
	Open
Dinner	(5:00) Tempura Dinner HOME OF Dr. and Mrs. Melvin Arnoff Special Guests: Dr. and Mrs. Masakatsu Shibagaki Dr. and Mrs. Akio Suzuki

Saturday, October 16, 1965
Library research, seminars, and conferences with resident and visiting consultants, films as needed, group evaluation of progress and definition of areas for continued research.

Lunch	KENT MOTOR HOTEL
Afternoon	Departure for Springfield

Succeeding two weeks totally devoted to completing unit and other materials

OBJECTIVES FOR "FAMILIES IN JAPAN"

OBJECTIVES FOR "FAMILIES IN JAPAN"

"Families in Japan" has been developed to fulfill a special set of purposes and to be congruent with a conception of children which is considerably broader than that of social studies curricula generally employed in public schools during the 1950's and early 1960's. The material is not meant to be "teacher-proof," for it was developed by teachers and curriculum personnel who recognize the inherent contradiction of this compound term. It is, consequently, imperative that one who utilizes this material recognize that the unit is not an end in itself but that it presents certain types of information and activities which can lead to the achievement of broader objectives some of which the investigator feels obliged to specify in this section.

A. Long Range Goals

The objectives included in this category are those which conceivably can be attained in part or in whole at some distant point in the life of the student. While individual units in the social studies may make significant contributions to the attainment of a group of these goals, it is unlikely that any one unit will contribute to the attainment of all these goals. It is more usual for a unit to focus upon an area in which it can best make its impact when properly utilized by the classroom teacher.

Goals frequently are of different types and may refer to knowledge, attitudes, behavior and skill goals. It is not unusual for a unit to make some contribution to the attainment of each of these types of goals but not to all goals within each category.

Knowledge and Understandings

1. To understand the customs, culture, and mores of people in other societies, especially those which represent the major powers of the world today, and those which are representative of a large number of similar societies, and thus may, in some degree, serve as an imperfect model and as a point of reference.

2. To understand our international relationships with other countries as based on history, economics, cultural geography, political science, philosophy, and sociology.

3. To understand the interrelationships of geography with technology, culture, human aspirations, and social organization as these affect various societies.

4. To understand that cooperation among races, creeds, and nations is vital for human progress, happiness, and peace.

5. To understand that man must accept ethical and moral standards according to his way of life.

6. To understand that peace is essential for the attainment of optimal happiness of mankind.

7. To know the elements of good citizenship.

8. To understand that man can adapt himself, by his ingenuity, to all kinds of environment.

9. To realize that all people have common needs for food, clothing, shelter, work, and play.

10. To learn how men adjust and satisfy their needs in varying societies and environments.

11. To be able to identify the men and women of the world who have made lasting contributions to the progress of mankind.

12. To know the persisting problems of mankind, their history, their causes, and proposed resolutions to them.

13. To know that countries and peoples in different phases of economic and political development face problems different from ours and not exactly parallel to problems experienced by our ancestors in America.

Skills and Behaviors.

1. To express ideas clearly.

2. To secure and use information from many sources.

3. To interpret slides, pictures, films, and charts to secure information.

4. To develop problem-solving skills.
   a. defining questions
   b. formulating hypotheses and plans of action
   c. gathering facts
   d. drawing conclusions
   e. verification

5. To evaluate one's own behavior in terms of democratic standards.

6. To utilize maps and globes as informational sources.

Attitudes.

1. To develop an attitude of open-mindedness and a concern for the welfare of others.

2. To develop a willingness to take responsibilities and a desire to be cooperative.

3. To desire to act in accord with humanitarian ends.

4. To love one's country while respecting other nations and cultures.

5. To respect oneself and to uphold the dignity and worth of all human beings.

6. To desire to learn about other peoples and ways of life.

7. To develop a desire to investigate problems thoroughly before determining a course of action.

8. To aspire to the role of a competent citizen.

B. Immediate Goals

The goals of this section are generally specific and narrow enough to be realized during the four to six weeks span of this area of study. These goals should serve as a concrete guide to the teacher in determining the relative importance of the various activities. They should also serve as the guide for the development of evaluative instruments to measure the effectiveness of this unit and instruction.

Knowledge.

1. To know that in Japan the majority of the people are Mongoloid or members of the yellow race while people of other races are in the minority.

2. To know that families in Japan have the same composition as families in the United States i.e., mother, father, brothers, sisters, grandmother, and grandfather, who may live together.

3. To know that Japan is considered part of the continent of Asia.

4. To know that Japan is composed of islands.

5. To know that Japan is largely a mountainous country.

6. To know that Japan's weather is much like that in parts of our country.

7. To know that Tokyo is the capital of Japan and the world's largest city.

8. To know the following concepts:
tokonoma, tatami, ōzen, kimono, obi, geta, "Sayonara," "Konichi wa," origami, ikebana.

9. To know the cycle of rice from planting to harvesting to utilization as food, clothing, and as housing and decorative material.

10. To know the basic clothing styles of traditional Japanese dress, the predominance of Western dress, the uniforms of many school children, and the traditional and modified dress of the farmer.

11. To know the following about Japanese single family homes and multi-family units: the special features and their names, how the rooms are utilized, the relation of wall, garden and house, the materials used to build and furnish them, and how they are heated.

12. To know the daily routines of the families, the types of food they eat, when father comes home and his role in the family, his routine in business (salary man, shopkeeper, farmer, fireman, laborer, clerk and other typical roles), the bathing routine, and duties of the children and other members of the family.

13. To know the times the family seeks entertainment or social intercourse as a unit and to know the special holidays which encourage these behaviors.

14. To know the major holidays of the Japanese people and their customary ways of celebrating them.

15. To know the daily school routine for Japanese children, to know about their curriculum, the soroban, the direction of reading Japanese, and how to count in Japanese from one to ten.

16. To know that Japanese children have many games and pastimes and that they often become expert at paper-folding.

17. To recognize pictures of the koto and the shakuhachi.

18. To know the kinds of pets liked and kept by Japanese children.

19. To know that Japanese children try hard to succeed in school for the sake of the family name as well as their own advancement and that they do not raise their hands to answer the teacher's questions unless they know the answers.

20. To know that the Japanese learn three types of writing and two distinct ways of transcribing the spoken word.

21. To inductively develop a first-grade approximation of the social science generalizations presented in the succeeding section.

Skills and Behaviors.

1. To locate the continent of Asia on the globe.

2. To use maps and globes to locate the Japanese Islands and "home" in the United States.

3. To identify islands and continents on maps and globes.

4. To find information from pictures, stories, books, films, filmstrips, records and other audio-visual media.

5. To utilize cardinal directions on maps and globes to indicate the direction of travel to and from Japan and for locating "home."

6. To organize and deliver a report on a specific topic concerning "Families in Japan."

7. To interrelate and organize information to answer their own questions.

8. To plan rules of behavior for the group and for its leader.

9. To take the initiative in seeking information to answer their questions.

10. To record and summarize information.

11. To utilize maps and globes as sources of information.

12. To arrange facts and ideas in sequence concerning family routine, school routine...

13. To respect the rights and opinions of others.

14. To understand the need for rules of conduct, to know them, and to follow them.

15. To utilize problem-solving procedures.

16. To locate the Pacific Ocean on the globe and to compare its size with the United States.

17. To develop a two-dimensional map to represent a three-dimensional layout.

18. To be able to associate Japanese festivals with the seasons and with holidays in the United States.

19. To know that it takes most of a day to get to Japan.

20. To join in the singing of one or more Japanese songs.

21. To accept and fulfill one's responsibilities.

22. To listen to the suggestions and contributions of others.

23. To stick to the point of discussion.

24. To practice good citizenship.

25. To make origami items.

26. To participate in the playing of one or more of the Japanese games.

Attitudes.

1. To believe that learning about other people is interesting and essential to the attainment of world brotherhood as evidenced by children bringing in pertinent realia and by completing inquiry tasks.

2. To appreciate the adjustment of the Japanese to their physical environment.

3. To recognize that Japanese games are fun to play and that their festivals are enjoyable.

4. To recognize that differences in customs, physical appearance, comparative wealth, and social organization of the Japanese are specifically at variance with our patterns but generally much like ours.

5. To respect the Japanese people.

6. To desire cooperation with fellow students and among the family of nations.

7. To desire peace.

8. To respect the customs, holidays, mores, and institutions of the Japanese.

9. To appreciate the skill of the Japanese in handcrafts, flower arranging, painting, and calligraphy as well as other arts.

10. To have a positive feeling toward the Japanese which may be evidenced by children indicating that they like meeting Japanese, that they would like to visit Japan, or that they like using Japanese words or doing origami, and as evidenced by the absence of negative comments concerning aspects of Japanese life, and by the willingness of children to participate in exploratory "Japanese" activities.

ESSENTIAL GENERALIZATIONS

ESSENTIAL GENERALIZATIONS

Children should be able to suggest a variety of reasons for the facts learned during the course of unit instruction. These reasons should be arrived at as a product of their own thinking and should lead to a discovery of all or part of a set of basic social science generalizations which are inherent in the content.

Some examples of reasoning which lead to generalization are stated below for the topics of Clothing, Family, and Recreation. These examples are suggestive, not prescriptive, and should not impose a limit upon the teacher, can lead the class in developing other generalizations in these areas.

The following reasoning is stated in adult terms for the purpose of brevity. This, however, does not mean that children cannot arrive at essentially the same conclusions through the use of their own level of language. The role of the teacher is to pose those questions which lead children to examine these areas of understanding.

A. Examples of Reasoning Leading to Generalization

Clothing.

The Japanese make hats, sandals, rain garments, tatami, thatching, and other items out of straw because it is readily available as a by-product from rice-growing and it is thus inexpensive. Although straw is not as durable as other products, labor has been readily available, more so than money with which to purchase more durable manufactured products, and so home-crafted items and a utilization of rice have become traditional.

From these facts the children may be able to inductively develop the following generalizations:

1. A society with a very simple technology, a low level economy, and lacking any means of transportation save human carriers is confined to the resources of a single area and may achieve only a bare subsistence.

2. The most economical way of satisfying human needs is by utilizing and adapting locally readily available materials and by wise utilization of by-products and "waste" material.

While the Japanese traditional clothing is markedly different from Western style, it still serves the basic purposes of keeping people warm or cool and of garbing them for festive or solemn occasions.

These facts should enable the children to discover that:

3. The ways in which basic drives are satisfied vary enormously, different cultures giving different directions to their expression, and producing variety as well as conformity.

Family.

Japanese and American families have the same composition and variety of patterns. Even the paternal grandparents' presence in the traditional family can be found in many homes in the United States, although the role of the elders in traditional Japan would be somewhat different. In the urban family, however, the Japanese family patterns are virtually indistinguishable in structure from Western family patterns.

Whether traditional or modern, the functions of the family are the same in either Japan or America. Families rear and educate the young in the ways of the society and serve as the focal point for adults in their economic, social, political, and intellectual lives.

Therefore children can understand that:

4. The family bears the primary responsibility for human conservation in its vital functions of child bearing and rearing and of personality development and fulfillment through homemaking and the maintenance of the family way of life for adults and children.

5. All societies have families whose members each have distinctive roles although the specifics of roles may vary from one culture to another.

And as was "discovered" earlier from another set of facts:

6. The ways in which basic drives are satisfied vary enormously, different cultures giving different directions to their expression, and producing variety as well as conformity.

While all humans must eat, the society's food patterns are in part determined by the limitations of geography, technology, and custom, and therefore:

7. Everything which is distinctively human is learned - environmentally imposed - even though it could not be learned without native structures which mark man off from other animals.

Recreation.

Many of the forms of recreation enjoyed by the Japanese are similar to those found in our country although there are some types of recreation peculiar to a specific culture and relatively unknown in another. Societies can be enriched by learning from one another and adapting various ways of doing things. And so:

8. Recreation patterns vary from country to country and from region to region within a country.

9. Within a society people who are considered normal have many similar play experiences.

10. The difference in recreational patterns is an outcome of the cultural conditions under which a people live, with the play forms of the group tending to become the play forms of the individual.

11. Recreational changes are brought about in a society through the cross-fertilization process; more specifically by: warfare, travel, or ease of communication.

B. Additional Pertinent Generalizations

The following generalizations may also be derived by children as a result of studying this unit. The facts supporting them appear in full or in part in the content of the unit and so are not extracted separately. These generalizations must be built by the class on the basis of the information gleaned during the study of "Families in Japan."

1. Modern conveniences are developed according to the resources available and a determination of how they are to be expended.

2. Most of the world's people live on plains, where it is easier to make a living.

3. Simple societies produce less goods than a complex society and must of necessity satisfy more of their needs from nearby regions.

4. Ethical and moral standards are dependent upon the culture, but there are generally accepted major premises.

5. With their present specialization of effort and numerous wants, civilized populations are dependent on many and often distant regions for a considerable part of their food, clothing, and other requirements.

6. Not one civilized country on earth can lay claim to being completely self-supporting.

7. The poorer a family, the greater the proportion of its total expenditure used for food.

8. Man's need for transportation is timeless and all-inclusive. It is equally essential to economic, political, religious, educational, and other cultural activity.

9. The growth of large cities in a modern, industrial society results from the territorial division of labor, large-scale production, and exchange of goods which cheap and efficient transportation makes possible.

10. Recent production figures for many...crops...indicate that yields per acre can be increased greatly. The development of hybrids, resistant to temperature and moisture extremes, and their protection by chemicals from insects, and toher hazards, further increases production.

11. A nation that is looking toward permanent greatness and happiness cannot afford to destroy today what (natural resources) future generations will need but cannot reproduce.

12. Education and the schools deal consciously with the common culture and, whether they will it or not, are involved instrumentally in the process whereby a civilization and a culture are continually remade.

13. The school can provide many kinds of education which the home could never furnish.

14. What individuals do and what they learn vary for two different cultures even though the culture clearly has more effect on learning than does the natural evnironment.

15. Though culture is a major force in molding the personality, no society succeeds in reducing all its members to a single personality type; individuals have distinctive cultural experiences and develop dissimilar personaltiy traits.

16. In all ages and places, the local geographical environment influences religious expression in its intellectual, cultic, and organizational forms.

17. Everywhere man sings, and in singing experiences the satisfactions that go with all forms of self-expression.

18. Men want peace, order, prosperity, a right to live their own lives in their own way and consequently they frame governments to these ends.

LEARNING ACTIVITIES,

CONTENT, AND MATERIALS

FAMILIES IN JAPAN

A Teacher's Resource Unit for Grade One Social Studies

Purposes	Activities	Content	Materials
I Initiating the Unit A. To interest the student in the study of Japanese Family Life. B. To stimulate pupils to ask questions about Japanese families. (These questions will be used to structure the unit.) C. To involve the student psychologically in the unit.	INITIATING ACTIVITIES Select from one or more of the following introductory activities to design the introduction most meaningful to the children and their teacher. 1. Read a story of Japan. Stress what fun it would be to visit there. 2. Receive "invitation" from two children (Taro and Yoshiko, boy and girl.) (Copy a letter of invitation to visit Japan from book by Larson, Visit With Us in Japan. Give letter to child in another class to bring to your class.) 3. Contact travel bureau. a. Call or write a group letter. b. Teacher may gather information. c. Class or travel bureau may wish to make an itinerary with times, days, stops, etc. (Avoid over-emphasizing details, and focus on the family.)		Brick, Eva Visits Noriko-San Dines, A Tiger in the Cherry Tree Edelman, Japan in Story and Pictures Larson, Visit With Us in Japan McClure, Children of the World Say "Good Morning" Matsui, Oniroku and the Carpenter Uchida, Dancing Kettle

Purposes	Activities	Content	Materials
I Initiating Unit (cont.)	4. Locate United States and Japan on globe. a. Imbed American and Japanese flags into clay bases on globe. b. Find shortest route to Japan. 1) Perhaps tie string to bases of flags. 2) Figure mileage. 3) Use cardinal directions and observe land formations. 4) Learn to identify islands and continents.		globe clay string aluminum pan water
	5. From clay, model the shape of the four major Japanese islands. Place in an aluminum pan or a cake pan, and surround with water.		
	6. Plan details of an imaginary trip with children. a. Teacher might ask: "What things must we do before we take our trip?" Pack clothing. (What kind? For what climate? etc.) Get shots, passports (only if mentioned by children). Write letters to friends in Japan. Buy tickets. Write for hotel reservations.		
	b. Role-play securing tickets and passports.		
	c. Role-play riding in cars from school to airport, from where class may fly to Chicago, and then to Japan. (Activity may include actual trip to airport.)		

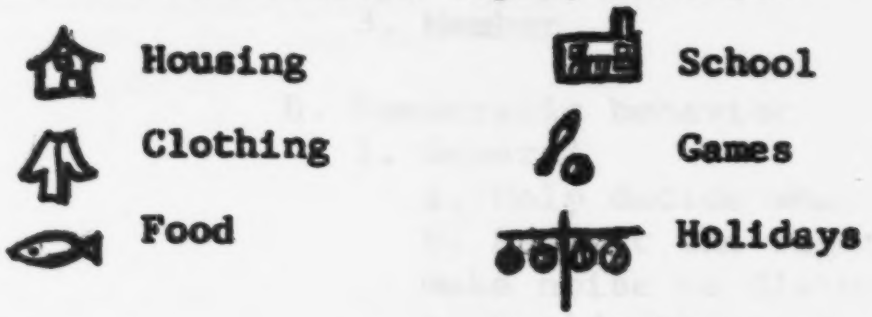
Purposes	Activities	Content	Materials
I Initiating Unit (cont.)	d. Class and teacher can devise any number of ways to travel to Japan. Modes of transportation might include: 1) an airplane. a) Arrange rows of chairs in groups of three and two, separated by an aisle to simulate seating on an airplane. Simulate "tower," radio man, pilots, and hostesses. b) Board the plane. See location on globe. c) Have "breakfast" on the plane. Look out the windows. See the clouds, your town, your state, nearby landmarks, hills, foothills, mountains, lakes, etc., naming the more common ones. d) Have "lunch" on the plane. See other land features while traveling from Ohio to Chicago to Alaska. e) Play Japanese games on the plane (or boat, etc.). Perhaps do origami. f) Stop at Alaska. Refuel, stock food, etc. Take off. Develop time and distance concepts. Show film, "Eskimo Children." g) Have dinner. Take nap.	Seating arrangement on airplane Seat belts aid safety. Safety lecture by stewardess Meals can be served on plane. Restrooms are available. It takes a long time to fly to Japan, even on a jet. (16 air hours from New York.) Japan is very far away. Paper folding is a favorite pastime of Japanese children.	Block, Big Book of Airplanes large globe maps of U.S. and Japan pictures of clouds and enlarged aerial photographs of terrain features orange juice toast or waffle sandwich cookies Filmstrips: "Eskimo Children" "An Airplane Trip" "Dee Dee Chou" origami paper (and directions)

Purposes	Activities	Content	Materials
I Initiating Unit (cont.)	2) magic carpet. Have children bring in a piece of cloth (2'x2') or carpet, or have them crayon a large piece of paper to use as the "carpet."		pieces of cloth (2'x2') pieces of carpet paper
	3) flying saucers. "Sit-upons," as in a. above, could be used as flying saucers, or whole class could travel in one large saucer.		crayons
	4) a ship. Board ship and begin journey. Role-play taking luggage aboard. Wave to people on dock. Look back at San Francisco sky-line, draw it.		
	Read story of an ocean voyage.		
	7. Land at airport, dock at harbor, etc., met by Taro, Yoshiko, and their father.		
	Manikins could be brought to class, and dressed in authentic Japanese clothing to represent people at airport - Taro, Yoshiko, and Papa-san (also Mama-san, Ichiro-san).		manikins
	8. Use filmstrip "Japanese Children," to become familiar with the pretend Japanese hosts.		Filmstrip: "Japanese Children"

Purposes	Activities	Content	Materials
I Initiating Unit (cont.)	9. A Glimpse of Japan (Displays) Now that the class has arrived in Japan they can see a sample of Japanese realia. a. The teacher can <u>prepare a display</u> which will serve as 1) the scene the children will view from the airplane, boat, etc. 2) the store windows they might see as they go "window-shopping." b. Display might also be realia from Japan: Japanese foods (canned) doll collections toys made in Japan cameras and radios kimonos, sandals, etc. c. Other items in display could include: magazines and books about Japan. travel posters. d. Display should include items which will motivate children to ask at least one question in each area to be included in the unit of study. e. Children come to see the display with instructions to "see what you would like to learn about the Japanese people."		Japanese canned foods doll collections toys made in Japan cameras and radios made in Japan kimonos sandals other Japanese clothing magazines and books about Japan travel posters

Purposes	Activities	Content	Materials
II Raising Questions	At the conclusion of the initiating experiences the teacher might ask: "Boys and girls, we have heard a story about Japan, have taken a long trip to get here, and we have seen some Japanese things. Now what would you like to learn about Japan?"		
A. To structure the over-all unit	Write their questions on a chart or chart paper.		chart paper
B. To involve students psychologically in projecting the area of work	Questions which children might ask: 1. How far is it to Japan? 2. Why do they wear those bathrobes? (kimonos) 3. Why do they look different from us? 4. What kinds of food do they eat? Why so much rice? 5. Do they have straw on their roofs? 6. Why do they have so little furniture? 7. Where do they sleep if they have no beds? etc. (These questions should arise naturally from a rich and stimulating introductory activity.)		

Purposes	Activities	Content	Materials
III Grouping Questions	Children are asked to find questions which refer to the same things and which might form a "set" or category or group.		
A. To organize content	Children can name these categories. They will probably devise such names as Food, Clothes, Houses, Furniture, Games, School, Holidays, etc.		
B. To develop critical thinking	One or more of these categories can be the topics of inquiry for a committee of children. Areas having few questions should be developed more fully if so demanded by their importance. Otherwise, these areas should be combined with others. (The teacher may be tempted to "save time" by grouping the questions herself. While time would thus be saved, an opportunity for children to think critically about categories would have been lost. It is suggested that the students categorize and that the teacher ask why questions belong in the same set.)		

Purposes	Activities	Content	Materials
IV Forming Committees A. To divide classroom labor B. To develop individual responsibility and creativity	Have children select the topics they are most interested in learning about. Children may make their selection by drawing a picture representative of the committee's topic, such as:  While first graders cannot do a great deal of independent research, they can: 1. bring in magazines. 2. draw pictures of homes, clothing, food, furniture, etc. 3. make a mural. 4. make a sand map of Japan. 5. bring in realia from home or relatives. 6. bring in realia for children on other committees. 7. have parents buy origami instructions and teach them to make paper things. 8. learn Japanese songs from records. Designate work areas in the room for each of the committees.		

Purposes	Activities	Content	Materials
V Instructing Committees		A. Roles in a committee 1. Leader 2. Secretary, to write things down (probably the teacher) 3. Member	
A. To identify the necessary roles in a committee			
B. To identify democratic behavior		B. Democratic behavior 1. General a. Help decide what the committee will do. b. Respect the rights of others. Do not make noise to disturb them. c. Decide things by discussion and then voting. d. Accept one's share of the work.	
C. To behave democratically			
D. To identify qualities of a good leader and a good committee member		2. The leader a. is not bossy. b. keeps group on topic. c. helps everybody. d. gives everyone a chance to talk, etc.	
E. To learn where to find information		3. The member a. takes turns. b. listens to others and respects their ideas. c. does his work. d. does not waste time. e. does not make too much noise.	
F. To stimulate doing and reading to learn about a specific area of study			

Purposes	Activities	Content	Materials
VI Answering Questions	DEVELOPMENTAL ACTIVITIES 1. How big is Japan? a. From the globe, trace Japan onto paper. Cut out and place over portion of globe depicting the United States. b. The same project as a. above can be done from two flat maps providing both have the same scale of miles. c. Committee can tell about pictures in a book. (Children can begin to answer this question for themselves and can even figure out how to do it if the needed materials are available.) 2. Does Japan look like our country? a. Show pictures of Japan, city and rural scenes. b. Show pictures of mountains and Fuji-yama. c. Mt. Fuji and mountain ranges can be modeled in clay. d. Committee can tell about pictures in a book.	1. Relative Size of Japan and United States a. Japan is about the size of California. b. How does it compare with Ohio? 2. Topography a. Mountains and water are prominent in landscape scenes. b. Mountains occupy 85% of Japan's land. c. Japan's 100 million people live on 15% of the land. d. All available land is needed for agriculture. e. Cities must be compact, apartments and houses small and close together.	Carr, The Picture Story of Japan Look, March 1966, "Plane Crash on Mt. Fuji" large globe construction paper large flat maps of Japan and U.S., both in same scale still pictures of Mt. Fuji and other mountains still pictures of city and rural areas clay

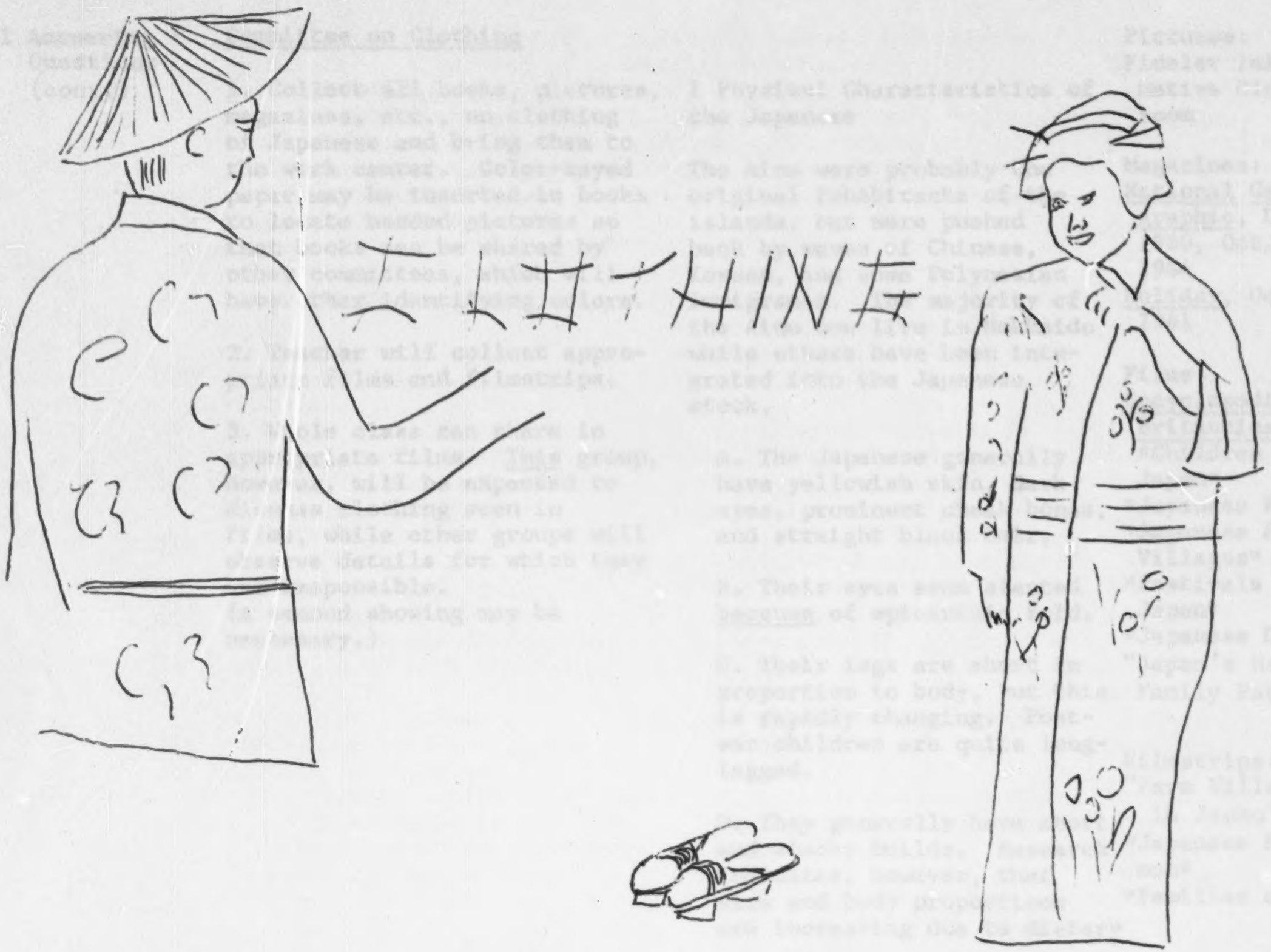
Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	Categories decided by the class will probably include: Clothing, Housing, Food, Customs and Holidays, Schools, and Recreation. (A class may also have a committee to develop a picture report of the trip to Japan, the clouds, Alaska, the islands, sights in Japan, etc.)		

It is suggested that no more than three committees be formed, each taking two topics. The above pairing of topics is suggested to balance the workload and other considerations. Other combinations may be feasible.

It is suggested that initial group experiences be highly teacher-aided and that only one group function at a time until basic group-work skills are learned.

The focus is upon children directing their own study toward the solution of problems and the answering of their own questions. The teacher acts as the reader of needed materials, as the mentor who aids children in comparing assigned tasks and actual achievement, and as a resource person who suggests additional sources of information, and who presents information not available in student resources.

The categories are presented separately on the following pages so as to permit combination of topics other than those suggested. For ease in identification and location, each topic has been reproduced on a different color paper.


CLOTHING

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	Committee on Clothing 1. Collect all books, pictures, magazines, etc., on clothing of Japanese and bring them to the work center. Color-keyed paper may be inserted in books to locate needed pictures so that books can be shared by other committees, which will have other identifying colors. 2. Teacher will collect appropriate films and filmstrips. 3. Whole class can share in appropriate films. This group, however, will be expected to discuss clothing seen in films, while other groups will observe details for which they are responsible. (A second showing may be necessary.)	I Physical Characteristics of the Japanese The Ainu were probably the original inhabitants of the islands, but were pushed back by waves of Chinese, Korean, and some Polynesian immigrants. The majority of the Ainu now live in Hokkaido while others have been integrated into the Japanese stock. A. The Japanese generally have yellowish skin, dark eyes, prominent cheek bones, and straight black hair. B. Their eyes seem slanted because of epicanthic fold. C. Their legs are short in proportion to body, but this is rapidly changing. Post-war children are quite long-legged. D. They generally have short and stocky builds. Research indicates, however, that size and body proportions are increasing due to dietary	Pictures: Fideler Informative Classroom Magazines: National Geographic, Dec. 1960, Oct. 1964 Holiday, Oct. 1961 Films: Encyclopedia Britannica, "Children of Japan" "Japanese Family" "Japanese Fishing Villages" "Festivals of Japan" "Japanese Doll" "Japan's New Family Patterns" Filmstrips: "Farm Village in Japan" "Japanese Fishermen" "Families of Japan"

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	4. Listen to stories read by teacher. These may be selected by the children on the basis of pictures in a book which can clue them to its content, or may be suggested by the teacher. Group should discuss the various articles of apparel needed to clothe paper dolls and other dolls. 5. Make chart of items for each doll. 6. Make clothing for paper dolls as individual and pairs working together (committee). 7. Make clothing, paste on colored paper, and label for class to see during the reporting of this committee. 8. Develop together a vocabulary to identify the articles of apparel. a. Prepare labels to attach to paper dolls to identify. b. Make chart of vocabulary words and definitions.	modifications and a change in sitting habits. E. Women tend to walk slightly bent, toed in, taking short mincing steps. (traditional, but not present day) II Clothing A. Traditional -Urban and Rural 1. Wardrobe usually consists of both traditional and Western clothes. 2. Traditional clothing is usually worn at home and for ceremonies, holidays, and festivals. 3. Traditional clothing includes items listed here. a. A kimono is a long, loose robe of silk, cotton, or wool. b. An obi is an elaborate sash. c. A sash is worn by young female children instead of an obi. d. An haori is a short formal silk jacket worn over kimono.	References: Beardsley, Hall, Ward, Village Life in Japan Dore, Land Reform in Japan (clothing expenditure) Dore, City Life in Japan, pp. 82, 400-4 Vogel, Japan's New Middle Class World Book Encyclopedia (Japan, clothing) Rural Workers: Lifton, Joji and the Amanojaku Stamm, Three Strong Women Yashima, Plenty to Watch City: Brick, Eva Visits Noriko-San Hawkinson, Dance, Dance, Amy Chan Larson, Visit With Us in Japan Matsuno, Chie and the Sports Day

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	9. Put pictures from books and from other sources on opaque projector. 10. Make dolls and/or puppets to depict people of a. the villages. b. the farms. c. different social classes. d. uniformed school children. e. traditional and Western clothing. 11. Make clothing for dolls and/or puppets. a. Dress dolls and puppets. b. Display clothing if possible. c. Draw pictures of clothing. d. Make hats. e. Make geta. f. Make tabi out of socks. g. Make tie and dye sashes.	e. Tabi are white mitten-like socks worn with geta. f. Zori are flat sandals worn in house. g. Geta are elevated clogs removed before entering house and school. (Uncommon in Modern Japan) h. Haregi are festival or fine clothing. i. An apron is worn by women for work. j. A furoshi'ki is a cloth square used as regular means of wrapping miscellaneous packages for carrying. k. Mompei are women's baggy trousers worn over kimono (seldom seen since 1950). 4. Urban (traditional) a. Traditional Clothing is now rarely worn on the streets in the city, but when worn it consists of the items above.	dolls for models paints scissors paste cardboard opaque projector More books on city: Crockett, Teru, Tale of Yokohama Slobodkin, Yasu and the Strangers materials for puppets socks

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	12. Dolls may be made out of stiff cardboard, with arms placed in various positions.	b. Members of family often dress in traditional style at home, but some of the family, especially the children, might still wear Western style clothes.	stiff cardboard wallpaper cloth
	13. Clothing may be cut from wallpaper or cloth, shaped to fit cardboard dolls. Figures may be dressed the same on both sides.	c. Women, when going to town or when visiting may choose to wear a traditional outfit consisting of: figured kimono obi haori parasol tabi zori	old sheets paper materials for kimonos, some plain, some figured
	14. Children may make kimonos, and paint them if material is plain, in lieu of embroidering.	Just as appropriately, women could choose to wear a Western dress and shoes when going to town.	paints
	15. Children may wish to dress as Japanese school children for the culminating activity or program.	d. For school children, uniforms have not been compulsory since World War II, but they are still frequently worn. 1) Girls wear dark pleated skirts, navy or white middies, and Western shoes or sneakers. 2) Boys wear dark shorts or long pants, white shirts, sweaters or black brass-buttoned jackets with standing collar, and sneakers or clogs.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	16. Discuss various types of clothing and their purposes as construction of dolls and viewing on opaque projector continues. 17. Plan <u>class</u> activity during which children might make the following. (Scale to neighborhood model. Select best to be placed on model.) a. villager b. farmer c. family in traditional clothing for inside the home d. children in school clothes for playground e. people in festival clothing 1) Buddhist 2) Samurai 3) Shichi-Go-San - Children's Day and Hina Matsuri f. firemen	5. Rural Clothing a. Men and women are similarly dressed. b. Work clothes include 1) long knit underwear 2) kerchiefs knotted under chin 3) cloth leggings or trousers 4) white or khaki shirt 5) army or straw hat 6) wide belt (for pocket) 7) straw or rubber boots 8) padded jacket, sometimes sleeveless, for warmth. 9) Head and arms are protected from sun with a white cotton head cloth as a sweatband or protective covering, and broad brimmed straw hat. c. Rainwear 1) Conical rain hats are made of straw. 2) Capes are usually of straw or palm. 3) Traditional rural rainwear is made from rice stalks. 6. Village a. The older business man wears a dark kimono, tabi, clogs or geta (rare today), fedora, haori, and umbrella.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	18. Discuss kinds of materials used in making clothing, such as rice stalks and silk.	b. The young business man wears a dark Western style suit.	samples of materials mentioned in various activities
	19. Prepare talks for rest of class on use and process of making clothes from above materials.	B. Clothing in Modern Day Japan Today the Japanese wear clothes that are a mixture of traditional and Western styles, but most persons generally wear Western.	paper for hats
	a. Make charts to be read, or from which children can discuss their parts of the clothes-making process.	1. A Japanese man may wear a dark business suit, white shirt, tie, and dark shoes and socks.	small light-weight pieces of wood from manual arts, shaped into geta and zori
	b. Make drawings for illustrations on charts.	2. A woman may wear a Western style dress, or a skirt and blouse, and low or high heels. Some women still prefer to wear traditional dress when on the street or when visiting.	hammers, nails several yards of materials for kimono and obi
	c. Make samples of zori, and/or geta, tabi, kimono, obi, to be shown to class.	3. Boys and girls may wear uniforms to school, but this is no longer compulsory.	kit on silk
	d. Be prepared to dress one child as Japanese.	4. Mostly Western dress is seen on the city streets, but many often wear traditional dress at home. It is not uncommon for the parents to wear kimonos and the children to wear Western style clothing.	
	20. A kit on silk which includes slides, filmstrip, samples, cocoons, films, etc. may be shown. (See below.)		

(Much material on silk production is available, but <u>such study must be restrained</u> due to the continually diminishing importance of this industry in Japan and the tangential relation of this topic to Family Life in Japan.)

FAMILY

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	<u>Committee on Housing and Family</u> 1. Collect all books, pictures, magazines, etc. on houses or homes of Japanese, and bring them to the work center. 2. Teacher may collect films and filmstrips pertinent to topic of housing. Note: Teacher should select films not used with other committees and more pertinent to this group than others. 3. Children can view films to discover various kinds of homes and patterns in family living. 4. Read story to whole class, but children should listen with different purposes.	HOUSING I Japanese Terms concerning Home (may be used for pictionary) A. Amado - literally "rain-door." Sliding doors or shutters made of wood, commonly used in traditional Japanese houses, generally entirely closed at night. B. Fusuma - sliding screens of opaque paper, often painted or otherwise decorated, used as interior room dividers in houses. C. Hibachi - a charcoal brazier. D. Kotatsu - a kind of fireplace, sometimes sunk in the floor, often a lattice frame, covered with a quilt. Charcoal, and now often electricity, provides warmth. E. Kura - place to store art treasures. F. Ō-zen - low table used for eating. Persons are seated on the floor. G. Shoji - a removable sliding screen, with wood frame and translucent paper panels, used as a room-divider in Japanese homes.	Pictures: Fideler, Classroom Pictures of Japan Magazines: <u>National Geographic</u> Dec. 1960, Oct. 1964 <u>Holiday</u> Oct. 1961 Books for Children: Baruch, <u>Kobo and the Wishing Pictures</u> Brick, <u>Eva Visits Noriko-San</u> Bryant, <u>The Burning of the Rice Fields</u> Buell, <u>Young Japan</u> Carr, <u>The Picture Story of Japan</u> Kirk, Spring, <u>Sigemi, a Japanese Village Girl</u> Lattimore, <u>Happiness for Kimi</u> Matsui, <u>Oniroku and the Carpenter</u>

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	5. During work-time, the committee may examine, read, and discuss all resources except films and filmstrips, pertinent to the topic Housing or Homes.	H. Tatami - thick rush mats about 6'x3' used to cover the floors; also a unit of measurement of floor space.	
		I. Tokonoma - an alcove in Japanese houses used for the display of flowers and art objects.	Beardsley, Hall, Ward, Village Japan (tokonoma)
	6. Teacher may help children read, and read to them, some description of housing, both rural and city.	II Homes in the City A. Single Family Units 1. Homes are small and crowded together. Some sections of city are ghettos and slums. There is congestion because of a. worker migration, rural to urban. b. industrial explosion.	More Books for Children: Matsum, Taro and the Bamboo Shoot Yashima, Plenty to Watch
	7. Committee may make a pictionary of terms relating to various parts of the home. During the developmental activity these terms may be defined, and examples which children have made or drawn can be shown during the culmination of the unit.	2. Wall or fence surrounds house and garden, shielding it from view of neighbor and passers-by. There are openings onto street from garden.	Films: "Japan's New Family Patterns" "Japanese Family" "Japanese Village Life" "Japanese Fishing Villages "Architecture of Japan" "A Day with a Japanese Family" "Gardens of Japan: 1962"
	8. Draw plans of a Japanese home from pictures looked at, and from descriptions. a. Include garden and courtyard. b. Show differences between rural and urban, and homes of poor and wealthy.	3. Inside the wall, there may be a small but beautiful garden. 4. Exterior is made of natural materials, bamboo, rush. No paint or varnish is used.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		5. Exterior walls of house may be movable, to be opened during summer. Large wooden shutters can be slid out of storage to cover entire wall-space covered already by sliding paper doors (shoji), thus providing added protection and warmth.	Filmstrips: "Farm Village in Japan" "Japanese Fishermen" Books for Teacher: (adult) Beardsley, Hall, Ward, Village Japan, pp. 14-16, 31-36, 40-52, 78 Smith, Agrarian Origins of Japan Stevens, Cooperative Family Systems Tiedemann, Modern Japan Trewartha, Japan, a Geography Vogel, Japan's New Middle Class, pp. 171-9
	9. Some children may wish to report on earthquakes.	6. Earthquake precautions: a. supporting column or tree trunk in center of home b. no nails used, wood pieces fitted together c. no basements, just wooden floors raised off ground d. roof made of heavy tile or thatching	
		7. Japanese cities have newer and older sections, much like other cities of the world.	
		8. Rooms are measured by number of thick straw (rush) tatami mats, measuring 3'x6' which is considered enough room for one man. City homes will often have 4½ and 6 mat rooms.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	10. Committee may make large cardboard layout of one house. They could include the tokonoma, futon, and other furnishings. They might even make a Western room. This could also be done with a diorama.	a. The tatami are made of a base of heavy straw covered on top and ends only (not sides or bottom) with smooth-woven rush matting. b. Standard room sizes are: 3-mat (6'x9') 4½-mat (9'x9') 6-mat (9'x12') 8-mat (12'x12') 9. Seldom are there fixed interior walls. Partitions are made of rice paper (shoji screens) and are used to divide rooms. They may be removed completely or pushed to one side to make larger or smaller rooms. 10. Wealthier families may have a Western style living room in which they receive guests. This is becoming more popular, even among the middle class.	Books for Teacher: (juvenile) Caldwell, Our Neighbors in Japan Caldwell, Let's Visit Japan Darbois, Noriko, Girl of Japan Edelman, Japan in Story and Pictures Martin, The Greedy One Mears, First Book of Japan Miller, Little Pictures of Japan Peterson, How People Live in Japan Reynolds, Emily San Vaughn, The Land and People of Japan Yashima, Village Tree Dore, City Life in Japan

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	11. Construct a tokonoma in the classroom. Make scrolls and flower arrangements. a. Make appropriate scrolls. b. Utilize the holidays upcoming: Children's Day, etc. c. Committee responsible for preparing tokonoma for visitors and/or holidays. d. See Holidays, p. for celebration of Children's Day and use of tokonoma. e. Burn incense. f. Paint walls of tokonoma. g. Place art treasures, prized books, etc. in tokonoma.	11. All rooms of the Japanese home with the exception of the kitchen, are usually multi-purpose. The same room may be used for entertaining, eating, or sleeping. Traditional rooms have very little furniture. 12. The largest room usually contains an alcove (tokonoma) which is especially decorated with a hanging scroll, often inscribed with a classic haiku verse. The tokonoma might have: a. scrolls for the seasons. b. flower arrangement appropriate for season or festival. c. home treasures. 1) beautiful hand-made ceramics 2) usually brocade (woven) rather than embroidery (delicate, colorful) 3) cloisonne (decorative enameling). Cloisonne vases and bowls are built up with silver wire and enameled. 4) lacquering, done on wood for pictures and dishes. Lacquered pictures are not for consumption by Japanese, but for export only.	large box (similar to those in which office files are packed) paint art treasures prized books flowers (real ones and created ones) incense paper plates
	12. Paper plates can be painted to look like Japanese dishes and lacquered bowls. Fans can be made.		

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	13. Make models of homes and apartments. Roofs may lift off to show tokonoma, shoji, tatami, hibachi, bath, kitchen, largest room, Western room etc. 14. Dwellings can become part of a neighborhood model built on a table. Homes, streets, traffic, etc. can be incorporated with the dolls made by the Clothing Committee. 15. A life-size replica of a home (or part of it) may be made in the classroom and used for reading groups. Of course, children would remove their shoes before entering.	B. Multi-family Dwellings 1. Due to the frequent earthquakes and tremors of the island, Japanese cities, until recently, were not able to benefit from the development of multi-level dwellings. Recent engineering developments now permit vast numbers of multi-story apartments. 2. For the sake of economy some of these buildings rise no higher than four stories and therefore do not require an elevator, although six and seven story buildings are quite common. 3. Apartments are small and may have only one or two rooms. They are very expensive to rent. 4. Rooms are frequently 4½ to 6 tatami mat size. 5. Urban housing needs are inadequately met. New modern apartments now being built have the following characteristics: a. They are single or in compounds. b. They have small quarters, 3 to 6 mat size. c. They are often Westernized.	cardboard boxes cardboard opaque paper for shoji clay to mold hibachi, and bath craft sticks, small wood pieces, or toy tables for furniture sponges, sand, etc. for trees and garden

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		III Rural Homes (average) A. Thatched roofs, wooden frame raised from the ground B. Plaster clay over bamboo lattice C. One story homes, attic above D. Three to six rooms E. Plank floors, mat covered (tatami) F. Thin sliding wooden and paper doors cover veranda and partition sleeping rooms. G. The hibachi is a large open fire-box, filled with ash, in which charcoal is burned. It is used to heat the home and sometimes for cooking. H. The tokonoma is an alcove in one wall of main room. Scroll appropriate for season, flower arrangements, family treasures, and sometimes television or telephone are placed in tokonoma. I. Furniture is simple, functional.	References: Lifton, The Cook and the Ghost Cat, pp. 14-15, 19 Matsuno, Chie and the Sports Day, pp. 5, 11 Uchida, The Forever Christmas Tree, pp. 10, 18

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		J. Bath 1. Usually barrel-like or rectangular tub, heated by a. wood in the country b. gas in the city 2. The Japanese soap, scrub, and rinse themselves off <u>before</u> they enter the tub. 3. All use same soaking water, which is changed daily or at least once or twice a week. 4. Most family members bathe daily. 5. The water is very hot.	
	16. Make a Japanese garden. Cherry trees can be made from twigs, with colored tissue flowers.	K. The rural house usually has a little garden or small courtyard hidden from view of passer-by.	twigs colored tissue

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	17. Committee may role-play the father's work. Content should include a. kind of industry. b. location of industry, rural, village, city. c. how father gets there. d. where and what he eats for lunch. e. some job description to show that children understand the work. Select some typical occupations for role-playing. f. that father might not return home immediately after work. 18. Dolls of father in business office, factory, store, etc. may be made. 19. Cycle of father's day may be drawn on a mural or television roll. 20. Learn song, "To the Sea Full Offshore," which relates to father's work.	FAMILY I Parents A. Father 1. is head of the house. 2. often carries two jobs. 3. Many salary-men frequently do not come home for dinner, but eat out with business associates or friends. 4. Some typical occupations: a. office workers, government workers b. service occupations c. fishing d. rice farming e. other farming f. shopkeepers g. silkworm raising B. Mother 1. takes care of home and children. 2. gets husband and children up and gives them breakfast, which would probably include Miso soup (sometimes with noodles) red beans (vinegared) pickled radish rice tea	References: Fideler Co., Japan, pp. 31-66, 100-114, 121-136 Hawkinson, Dance, Dance, Amy-Chan (members of family and their names) Martin, The Greedy One (duties of family members, community workers) Buell, Festivals of Japan, pp. 46-56, 67-78 Kirk, Spring, Sigemi, A Japanese Village Girl Larson, Visit With Us in Japan, pp. 20, 38-46, 58-61 National Geographic Bulletin April 1960 Film: "Japanese Family Life Today"

Purposes	Activities	Content	Material
VI Answering Questions (cont.)	21. Make replicas of shops and shopping centers.	3. goes shopping for evening meal and other items.	cardboard b
	22. On mural show mothers shopping.	Japan has a great variety of shops. Following are some of them:	paper for mural
	23. Place paper doll mothers on neighborhood project, near shops.	a. food store There are some foods we know, such as sweet potato, fish, pickles, rice, tea, and some fruits. Foods that are less familiar to people in our country, are: 1) bean curd 2) bamboo sprouts 3) kumquat, a small citrus fruit about the size of an olive 4) loquat, like a small yellow pear 5) extremely large and extremely small vegetables as compared to ours	Yashima, Pl to Watch (about sho samples of Japanese fo
	24. Mother might meet a friend (role-playing), and the two proceed together to do their shopping. They could end their role-playing by returning home to prepare for the return of their families.		
	25. Girls could role-play attending a class for mothers on flower arranging at which time this film could be shown: "Ikebana: the Art of Flower Arrangement."		Film: "Ikebana: Art of F er Arran ment"
	26. Make an ikebana showing heaven, man, and earth, using artificial flowers.	b. kimono maker	materials making flowers
	27. Make a scrapbook of vegetables and fruits.	c. geta shop	magazine p tures for scrapbook
	28. Make bulletin board display of vegetables and fruits.	d. flower shop Flower arranging is called Ikebana, and is taught in schools. It stresses line rather than color (3-5 arrangement in height).	bulletin board
		e. doll shop	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	29. Children may make a recipe book for Mother (Mother's Day), and decorate cover with origami. They may use Japanese recipes.	4. puts away bedding, table, remains of food, etc. 5. is in charge of informal education and discipline of children. 6. traditionally reached full status when she became a mother-in-law. Today the woman attains full status at time of marriage. 7. seldom accompanies husband to social events. 8. often has outside job (an increasing tendency). 9. Women and old people assume most of responsibility for farms.	origami Japanese recipes

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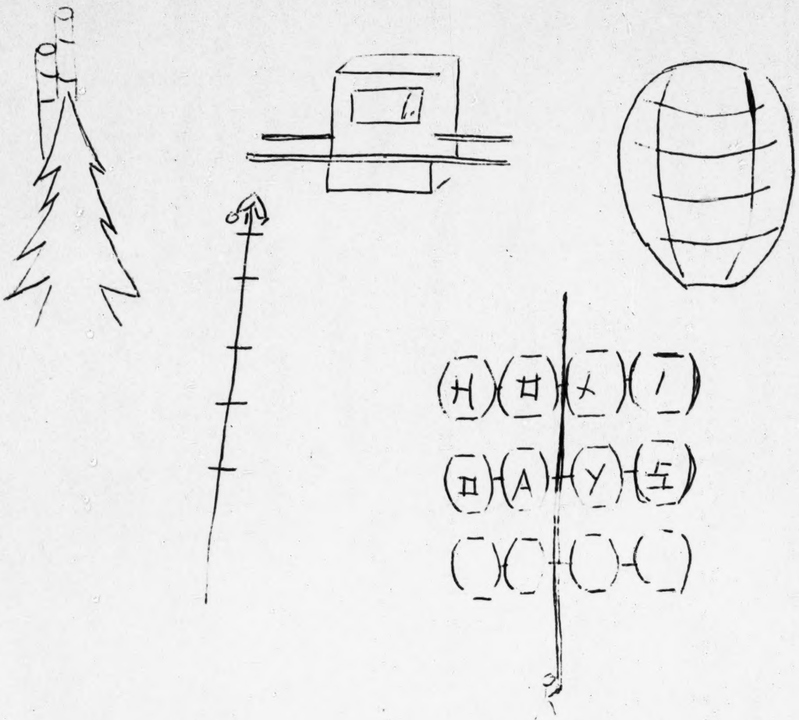
Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	30. Children may want to section classroom into "rooms" of varying tatami-mat size. They may practice their concepts of Japanese ways by role-playing the family at bath-time, dinner-time, and at bed-time. 31. When the children do not know how the Japanese do something, they could form a question for study. a. They could look at their materials for an answer. b. They can ask their teacher to read them a story they have selected which they think might answer their question. 32. Committee may make a mural a. showing the family at mealtime, spending the evening together, and preparing for sleep. b. depicting the rhythm and routine of daily Japanese life.	II Family Together A. In the Home 1. All take bath before supper. Order determined by sex and age, male first. 2. Relationship of family at mealtime a. Mother serves family. b. Grandmother cares for "grandmother's child." c. Family gives special attention to eldest boy. d. Correct baby by restraint rather than force. 3. Duties in preparation and clearing meal - girls help, not boys. 4. During evening together, children study. Older ones might watch television. 5. They prepare room for sleeping. B. During Holidays 1. New Years a. Preparation 1) New clothes are bought, or old ones repaired. 2) Clean house. 3) Tidy graves. 4) Clear away debts.	Children's Books: Brick, Eva Visits Noriko-San Bryant, Burning Rice Fields Yashima, Plenty to Watch Films: "Japanese Family" "A Day with a Japanese Family" "Culinary Arts of Japan" "Ikebana: the Art of Flower Arranging" "Festivals of Japan" "Japan's Food from Land and Sea"

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	33. Children may role-play family preparing for the coming festival. Probably it would be more feasible to select New Years, although other holidays may be selected. Others are Equinox Day, Children's Day, Girls' Day. 34. Discussion should center around a. purpose of festival. b. food to be prepared. c. visits to be made. d. guests to be entertained. e. preparing the home (tokonoma). f. clothing to be worn. 35. Committee may arrange tokonoma for the holiday chosen, pretending they are the children making preparations for their guests. 36. "Boy of Japan: Ito and His Kite" may be shown. 37. Since there are many resource people in the community who have dolls, etc., the committee may invite a guest during their role-playing. This may be part of the culminating activity.	5) Bamboo and pine branches ornament the entrance of the home, symbolizing long life. b. Activities 1) Feasting: Children give each other a variety of foods, including rice cakes (mochi), special soups (zoni), tangerines and oranges, and candy similar to our fudge. 2) Visitation takes place, from house to house. 3) People visit shrines. 4) Children play card game (karuta), and boys fly kites. 2. Equinox Day, March 18-25 (also Autumnal Equinox, September 23) a. Purpose This is a time to venerate ancestors. b. Activities 1) Tidy family grave and visit each day, decorating with branches of shikimi tree. 2) Set up ancestral tablets at home offerings of rice and water (or tea) daily.[1]	Film: "Boy of Jap Ito and His Kite"

[1]For further information about these holidays, see section on Holidays.



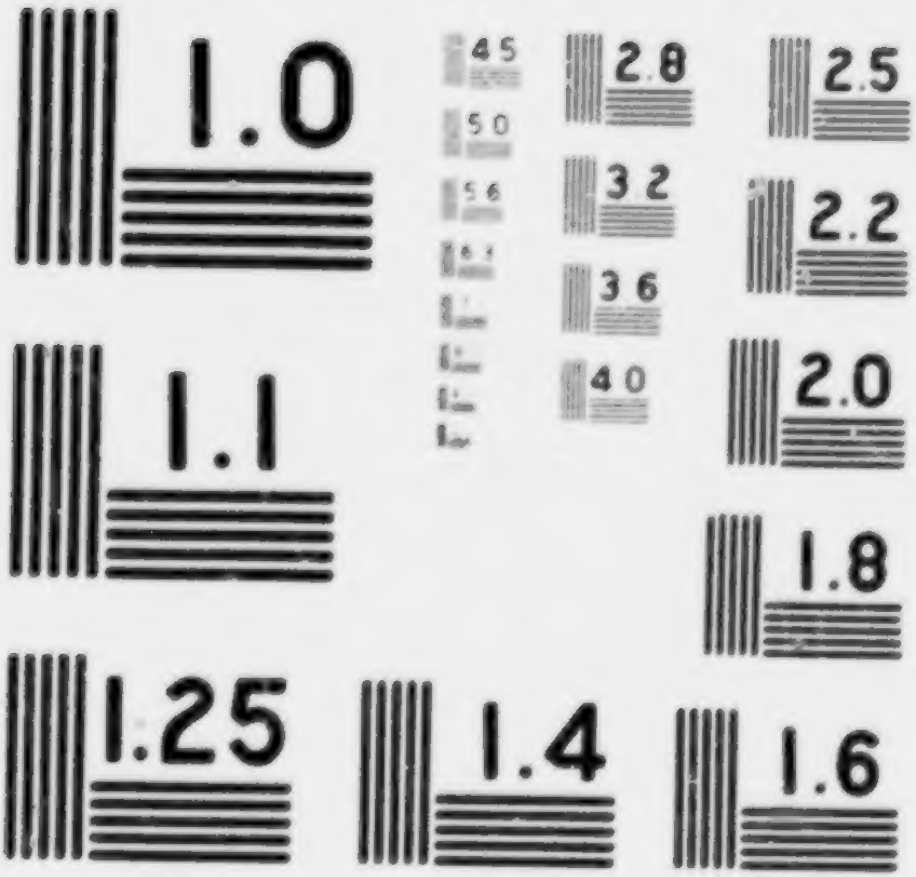
Purposes	Activities	Content	Mate
VI Answering Questions (cont.)	Committee on Holidays 1. Collect pictures and other resources on holidays. 2. Draw pictures of New Years activities. 3. Make bamboo and pine New Years decorations. 4. Learn song, "Making Rice Cakes" 5. Make a model of a shrine with a torii gate, gong, etc. 6. Examine book of shrines, National Parks, by Nikko, and pictures on Allyn and Bacon calendars. 7. Make New Years kites.	National Holidays 1. New Years starts January 1. Special celebrations occur intermittently during entire month. Many businesses close for three days. a. Preparation 1) New clothes are bought or old ones repaired. 2) Clean house, throw out dirt and evil. 3) Tidy graves. 4) Clear away debts. 5) Bamboo and pine branches ornament the entrance of the home, symbolizing long life. b. Activities 1) Feasting: Children give each other a variety of foods, including rice cakes (mochi), special soups (zoni), tangerines and oranges, and candy similar to our fudge. 2) Visitation takes place, from house to house. 3) People visit shrines. 4) Children play card game (karuta), and boys make and fly kites. 5) Work resumes on the fourth or sixth day. 6) Community bonfire is made at end of New Years celebration to burn ornaments used. The Tokyo fire brigade performs acrobatics on the tops of long poles balanced by other members of brigade.	Bauer quis nese Comfo Templ to To Kawagu Taro' Day Nikko, Parks Allyn a calend bamboo branch samples Japane

Purposes	Activities	Content	Materia
VI Answering Questions (cont.)	8. Make a diorama: Use twigs, decorate with tissue "cherry blossoms." Place paper or wire figures on lawn, picnicking and viewing. "Blossoms" may also be popcorn shaken in red powder paint.	2. Adult Day is January 15 (first celebrated in 1946). a. Purpose: to honor youth who have reached adulthood. b. Activities: Special meetings are arranged for youth attendance. 3. Equinox Day is March 18-25. (Also Autumnal Equinox, September 23.) a. Purposes 1) Originally a Buddhist holiday signifying fight against temptation to gain enlightenment. 2) To venerate ancestors. b. Activities 1) Tidy family grave and visit each day, decorating with branches of Shikimi tree. 2) Set up ancestral tablets at home with offerings of rice and water (or tea) daily. 3) Also a holiday to enjoy nature and show respect for growing things. 4) Cherry blossom viewing is most common March-April activity. 4. Emperor's Birthday is April 29. It is still on calendar, but has not been celebrated since the conclusion of World War II, at which time the legitimacy of the Emperor's descendance from the gods was invalidated.	twigs colored tissue wire popcorn red powder paint O'Donnell, nese Child "Momotaro"

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	9. Compare the Japanese holiday, Constitution Day, to our Fourth of July. 10. Make dolls. 11. Adorn tokonoma. (See Bauer...) 12. Make kites and paper or cloth carp. 13. Prepare a "Boys' Day" (Children's Day) table display.	5. Constitution Day is May 3 (first declared in 1946). a. Purpose: to commemorate granting postwar constitution. b. Activities: Oratorical meetings in civic auditorium. 6. Children's Day is May 5. (This is a new holiday since World War II. Formerly this was the date of Boys' Day.) a. Purpose: to honor all children (emphasis on boys, attention called to traits of strength and bravery). New emphasis is upon building fine character. b. Preparation 1) Dolls representing Kintaro (traditional strong boy) are displayed (often in tokonoma) with warrior figures, and paraphernalia such as armor, helmets, scabbards, and perhaps the family crest. 2) Other dolls dressed in old-fashioned armor are displayed. 3) Carp-shaped paper decorations or balloons are flown on bamboo poles in front of every boy's home. a) Number flown corresponds to number of boys in family. b) Carp is symbol of endurance and strength. It swims upstream during spawning to lay eggs.	Bauer, Carlqui Japanese Festivals, pp. 69-71

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	14. Make banner. 15. Make or buy rice balls. 16. Compare to Western Thanksgiving. 17. Burn incense in a burner. 18. Make potato prints showing holiday scene.	4) Pair of vertical banners picturing mounted warriors are raised at yard entrance. 5) Tokonoma (alcove in one wall of main room) is decorated with warrior, helmet, and/or dolls on a stand, tiger with bobbing head. c. Activities: Children visit various homes, and are given special food to eat: 1) mochi cakes wrapped in large oak leaf 2) balls of red rice 3) other sweets and cakes 7. Culture Day is November 3 (new since 1946). a. Purpose: to honor cultural activities. b. Activities: speeches, dances, and musical activity in civic auditorium. 8. Labor Thanksgiving is November 23. The purpose of this holiday is to honor laborers at their work. There are no special activities. 9. Other festivals include: a. Seasonal prayers b. Flower Day c. Shichi-go-san: -Festival honoring girls of seven, boys of five, and boys and girls of three. It is a time of thanksgiving for children to have reached these lucky ages. d. Ancestral Ceremonies	

RECREATION

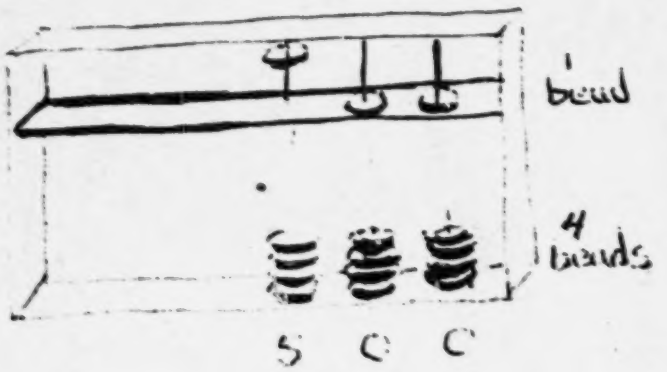


MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS - 1963

Purposes	Activities	Content	Materials
	SCHOOLS		
VI Answering Questions (cont.)	Preliminary Activities 1. Committee should collect all books, pictures, magazines, etc. relating to Japanese schools, and recreation relating to children in school situation.		Pictures: Fideler Informative Classroom Pictures Films and Filmstrips: "Children of Japan" "Our School Life" "Playtime in Japan" "Children at Play" "A Children's World of Travel" "Japanese Children" "Schools in Japan" "School Life in Japan"
	2. Make a chart list of these resources, classifying them according to type and wherever possible showing pages, etc. that will make future work easier for children.		
	3. Teacher may collect and present films and filmstrips.		
	4. During work-time children may examine, read, view, and discuss all resources pertinent to their topic.		References: World Book Encyclopedia (Education, Recreation) Tiedemann, Modern Japan, pp. 23-27, 69, 73, 86, 97-98 American Geographic Society, Around the World Program - Japan, pp. 53-58
	5. Teacher may read some references to children as they request.		
	6. Children may compare their school day with Japanese school day activities by making charts of the activities of a day in each school.		
	7. In preparation for a visit to the world's largest city, the class may take a bus trip around their own city to observe parks, schools, neighborhoods, shops, transportation, and traffic.		Larson, Visit With Us in Japan, pp. 43-53

Purposes	Activities	Content	Materials
		Daily Routine in a Japanese School	
VI Answering Questions (cont.)	1. Committee may ask their school principal to appear during their role-playing of Japanese school children. Bow at his appearing. Dramatize principal's talk with spontaneous dialogue. 2. Role-play entering school classroom. Remove shoes, place them in a cubbyhole, put on sandals. Bow to teacher and say, "Ohayo, (then teacher's name with 'san' on the end)." For example, "Ohayo, Jones-san," meaning "Good morning, (Mr., Miss, Mrs.) Jones." (Correctly pronounced, it is Jon-zu-san.) Children could sit two at a desk as they do in Japanese schools.	1. Assemble outside (weather permitting) to be greeted by principal, who will give children sound advice for the day concerning how they should study, use good manners, and respect teachers and parents. 2. Remove shoes before entering classroom, put on soft canvas shoes (gym shoes). 3. Teacher greets children with "Ohayo gozaimasu." (Note: u and i after s are not pronounced in Japanese.) Children respond with "Ohayo gozaimasu, _____ sensei." name	Make a soroban with: small beads wire hangers styrofoam

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	3. Children may make a soroban out of small beads, wire hangers, and styrofoam. 4. Committee might learn to use soroban, and be able to demonstrate to class. Work out math problems.	4. Arithmetic is presented in much the same manner as in American schools. The soroban (Japanese abacus) is used to add and subtract.  	References: Kirk, Spring, Sigemi, A Japanese Village Girl Beardsley, Village Japan, pp. 279-81, 299-308, 344 Gartler, Understanding Japan, pp. 25-32 Mears, First Book of Japan, pp. 39-47 Flory, One Hundred and Eight Bells, pp. 125-129 Buson, The Four Seasons, Japanese Haiku, p. 13, Shiki, p. 16
	5. Carry books in furoshi'ki. (Children may use tie and dye activity to color pieces of sheet, or may use head scarves.) 6. Committee may gather information and pictures about Japanese school uniforms. Show pictures, possibly on opaque projector. Children may want to wear special clothing: Girls wear blue or white blouses with dark blue skirts, and shoes like ours. Boys wear navy blue short pants suits, caps matching, and regular shoes.	5. Furoshi'ki are cloth squares used for carrying things. 6. Boys and girls wear a school uniform, though it has not been compulsory since World War II.	Other Books: Slobodkin, Yasu and the Strangers Yashima, Plenty to Watch Friendship Press, Fun and Festival of Japan, pp. 11-14 Pitts, Japan, p. 154

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	7. Reading for the day may be selected from stories listed (in Materials column, and in Bibliography). Committee members may prepare selections in advance. Enjoy story of Japanese school children (possibly Crowboy, by Yashima). 8. Play games on playground until bell: hopscotch, jump rope, tops, jan ken pon. 9. Construct papier mache tops. 10. Assign homework for evening. a. Discuss the fact that Japanese children spend at least an hour each evening on homework. b. Use clock to help class understand length of hour. c. Make collection or bring in collections for exhibit of rocks, butterflies. d. Each child write a rhyme, and compile into booklet.	7. Schedule is from 9:00 to 3:00. Children walk to school. Nursery school teacher walks children home. 8. Following are some of the games that Japanese children play: hopscotch, jump rope, tops, jan ken pon. 9. Children stay for a free lunch at school provided by the government. They have fried fish, or meat, milk, and sometimes vegetables. 10. Child will not volunteer to recite unless he is sure of answer. 11. They have much homework, and spend at least an hour each evening on it. There is no loitering after school due to paying jobs, housework, and homework.	Yashima, Crowboy jump ropes toy tops papier mache

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	11. Read from a Japanese book. 12. Discuss Japanese alphabets. How many alphabets do we learn? Review saying of alphabets. 13. Learn to count to ten in Japanese. Prepare on chart paper, and let each child write his own paper: 8 5 1 g d a 9 6 2 or h e b 10 7 3 i f c 4 Make into booklet with Japanese characters on front. 14. Committee may present each child in class with sample of Japanese writing made in previous session with teacher. 15. Committee may have Japanese writing supplies to distribute. Show how to use materials. 16. Attempt "Japan" and other characters from Sumi-E (An Introduction to Ink Painting)	12. A Japanese book is read from right to left on page, top to bottom of page, and right cover to left cover. 13. A Japanese child must learn three Japanese alphabets plus picture writing, plus English. 14. Counting to ten in Japanese: ichi - one roku - six ni - two shichi - seven san - three hachi - eight shi - four ku - nine go - five ju - ten 15. Some ideographs: spring summer autumn winter	Japanese book chart paper Japanese characters Calligraphy brushes ink stones water bottle black ink sticks (sumi Japanese writ supplies Momiyama, Sumi-E (An Introduction to Ink Painting)

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	17. For a writing lesson at school, show and demonstrate brush writing (calligraphy). 18. Teacher may teach the committee origami. a. Children of committee may use origami pieces for display around neighborhood model and as part of model where feasible. b. Committee will arrange tokonoma with best pieces of origami. c. Teacher may instruct the whole class in origami. Committee may be helpers to other students. 19. Clean floors after school, as in traditional Japanese schools. 20. Role-play hurrying home from school, passing many kinds of shops. 21. Committee may make a mural, a puppet show, or other activity which depicts a day in a Japanese school.	16. Origami is an oriental art of paper folding. a. It originated in China 2000 years ago. b. One of its purposes was to teach patience and concentration. c. It is a hobby for children and adults. d. Origami can be done quietly in a small area.	brush writing Helfman, Origami, the Oriental Art of Paper Folding made Easy Maying Soong, The Art of Chinese Paper Folding Toto Shuppan Publishing Co., Origami Film: "Origami" origami paper and instructions

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		General Facts about Education 1. 98% are literate. 2. Compulsory, free education (9 years). 3. 6-3-3-4 plan of education. 4. Kindergarten and special schools for handicapped. 5. Comprehensive examinations precede entrance into each level. 6. Ministry of Education controls standards, curriculum and cultural institutions. 7. Public schools are cold. 8. Supervisors are outstanding college professors. 9. Education and teachers are highly respected. (Many are men teachers.) 10. Six day week, half days on Wednesday and Saturday. School year begins in April. 11. More magazines and books are sold and read in Japan than in any other country in world. 12. There has been a decline in arts because of pressure in education.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		13. After middle school (age 14) student must decide whether to go to work, to continue education in preparation for university, or to go to industrial school and train for future work. 14. Failure to achieve at school is dishonor to self and family. 15. Teachers may punish as provided by supervisory authority, but not physical punishment. 16. Teachers are responsible for pupil behavior outside school. 17. Intensive exams tend to promote rote learning. 18. More happened in education in the last sixty years than in the previous 360 years. General Facts about Curriculum (similar to ours) 1. Study of foreign language begins early (English, sometimes French). 2. Field trips from grade 4 on, frequently overnight, sleeping at inns. Teachers lecture whole time.	

Purposes	Activities	Content	Materials
Answering Questions (cont.)		3. Children learn three Japanese alphabets and Romaji (English alphabet). Kanji - Japanese word for Chinese picture writing. Kana - 47 basic syllabic characters. Hiragana - a cursive form of writing the Kana. Katakana - a squared or block style form of writing the Kana which is also used for transliterating foreign words. 4. Children write on rice paper, with a brush dipped in ink, as a reminder of old traditions. 5. Educational television and radio are used. 6. Physical fitness is emphasized. Rhythm and coordination incredible at early age. 7. Girls' curriculum includes cooking, flower arranging, and sewing Western style clothing.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	RECREATION		
	1. Display Table: a. Committee may canvas resource people for game equipment, pictures, etc. for display table. b. Papers or charts may be written by class to accompany display table. c. Display could include game equipment, kites, kokeshi dolls, and other Japanese toys.	Games include: 1. poem games (karuta), card matching game played by family. Halves of great poems are to be matched.	
	2. Have session outside in school yard. Do exercise together working for precision in rhythm and coordination.	2. hopscotch.	
	3. Committee may select games to be taught and will work them out with the teacher ahead of time. Committee members may present a game to the class to be learned during physical education class.	3. go moka narabe (5 pieces in a row), played with small round stones on a board (goban), which looks like a chess board.	
		4. gestures, similar to charades.	
		5. hide-and-seek.	
		6. snatching, a child group game.	
		7. jan ken pon (scissors-paper-rock), similar to odds-evens. Scissors cut paper, paper covers stone, stone breaks scissors. Flat hand = paper, fist = stone, and two fingers extended = scissors.	
		8. battledore and shuttlecock.	
		9. chess.	
		10. pachinko, similar to our pinball, but machine is upright (for adults).	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	4. Committee may see "School Life in Japan," which depicts both school day and recreation. May be used with whole class.	11. hobble race, ankles tied together.	Films: "School Life in Japan" "Boy of Japan: Ito and His Kite"
	5. "Boy of Japan: Ito and His Kite" may be shown.	12. blind man's race, a relay.	
	6. Committee may construct Japanese school for the neighborhood model (construct to scale of the model). a. Children may all make figures of Japanese children, engaged in day's activities. b. Make cutaway of classroom. c. Include recreational area.	13. tunnel race, a funnel-like snout covers face while kicking ball.	
		14. centipede races, 5 contestants form single line chain gang fashion.	Comfort, Temple Town to Tokyo, schools p. 22 games p. 30
		15. bean bags.	
		16. cops and robbers.	
		17. jacks game.	O'Donnell Japanese Children, schools p. 13, games p. 16
		18. jump rope.	
		19. miniature spinning games.	
		20. bubble pipes.	
	7. Enjoy book, Chie and the Sports Day, by Matsuno.	21. kites.	Matsuno, Chie and the Sports Day
		22. dolls.	
		23. aan pon (clap).	
		24. kagome.	

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)		25. firefly.	
		26. obaasan, ajusan (old man, old woman).	
		Sports include:	Hawkinson, Dance, Dance, Amy-Chen
		1. bowling.	
		2. tennis.	
		3. skiing.	
		4. golfing.	
		5. baseball (two major leagues).	
		6. swimming.	
		7. hiking.	
		8. mountain climbing.	
		9. horse racing.	
		10. calisthentics and stunts.	
		11. judo.	Matsuno, Chie and the Sports Day
		12. sumo wrestlers, 300 lb. professionals.	
		13. surfing.	Stamm, Three Strong Women
		14. kendo, fencing with long sticks.	Vaughn, Land and People of Japan
		15. karate.	
		16. intramural athletic meets.	
		17. picture-taking.	
		18. picnicking.	

Purposes	Activities	Content	Materials
	Music		
I Answering Questions (cont.)	1. Some songs class can learn: a. "Song of Momotaro" and "Spring Tulips" can be learned because of their later use with kami-shibai. b. "Making Rice Cakes" can be used with food committee. c. "To the Sea Full Offshore" relates to father's work, and can be used by family and recreation committees. 2. Committee may also play records that accompany songs. 3. Committee may choose songs to learn from records. They may choose some to teach the class or ask classroom or music teacher to help. 4. Accompany Japanese songs with bamboo sticks and melody bells. 5. Compare Japanese 5 note scale with our 8 note scale.	1. Traditional Japanese music may sound tuneless to Westerners, but it is built on a pentatonic (5 note) scale. It uses the 5 black notes on the piano, and also an occasional white one. 2. Music is written for court ceremonies and religious services, and for the accompaniment of performers. 3. Traditional instruments include drum, flute (shakuhachi), samisen (a 3 string guitar-like instrument), koto (13 string harplike instrument), and occasionally the gong, which is quite rare in Japan but very popular in China. 4. Modern instruments include piano and violin. 5. Japanese enjoy Western music, symphonies, jazz, opera, and popular tunes.	Yasuda, Yuri, Old Tales of Japan Tuttle, Happy Days in Japan, Spring Larson, Visit With Us in Japan, "Song of Momotaro," p. 31 Dietz Folk Songs of China, Japan Korea, pp. 24, 27 Sampler of Japanese Songs, Informal Music Service, Dela., O. Film: "Folk Songs of Japan" Friendship Press, Fun and Festival from Japan. pp. 33-37 Krone, "Kagome"

Purposes	Activities	Content	Materials
VI Answering Questions (cont.)	6. Learn to recognize some of the Japanese instruments, such as the koto, which has 13 strings, and often appears in pictures. Women are quite adept at this instrument. Another one is the shakuhachi, which is a bamboo flute (recorder type).	6. Folk songs are gay and have a minor quality.	
		7. Music is written like a folding-reading book. No score as we know it.	Martin, The Greedy One
	7. Make up original class song about Japan.	8. There are special symphonies for children.	Kawaguchi, The Insect Concert
	Pets		For story-teller's box:
	1. Talk about pets Japanese children own. Compare to our pets.	Japanese children often own small pets such as crickets, birds, frogs, and fish, but the most popular pets, by far, are dogs and cats.	roll of shelf-paper
	2. Enjoy story, The Greedy One, by Martin.		wooden box
			2 dowel rods 3/4"
	Kami-shibai		paint
	Make story-teller's box.	Kami-shibai is a story hour in which the narrator uses a box (1.5'x1') into which he slides highly colored scenes depicting portions of the tale. Children in residential areas come at the sound of the beating clapper to pay their yen and to get a piece of candy and a story. Scenes are painted on cardboard or oil paper.	

A SUGGESTED DAILY LESSON PLAN

A SUGGESTED DAILY LESSON PLAN
(30-40 minutes daily)

WEEK ONE

First Day

A. Read invitation from Taro and Yoshiko.
B. Make passport. Draw own picture on it.
C. Make ticket. (Show children real airplane ticket and passport.)
D. Give children "shots."
E. Find out where we are on the globe. Locate Japan.
F. Pretend to pack luggage. (Show them flight bag.) Talk of climate.
G. Cut out a traced paper silhouette of Japan and place it on the United States to compare size.
H. Read them the story, "Meet Miki Takino."
I. Tomorrow, go to airport to travel to Japan.

Second Day

A. Go to airport. Board plane.
B. Look out the window. Show pictures of different states over which we are flying.
C. Make origami paper cup for food we are going to eat.
D. Have waffles for breakfast. (Honeycomb Breakfast Food)
E. See Lake Michigan. (Use pictures of Lake and State.)
F. See more states and show more pictures.
G. Measure on globe how far we have gone and how much further it is to Japan.
H. Eat sandwich for midmorning snack. (A sandwich cookie)
I. Stop in Alaska. (Show pictures of mountains, lakes, and rivers, people and villages.

J. Board plane for Japan.
K. Eat dinner, chicken in a basket. ("Chicken in a biscuit" cracker)
L. Sleep and rest for awhile. Arrive in Japan tomorrow morning.
M. This ends the second day, and we should all be tired just as if we had really taken a long flight to Japan.

Third Day

A. Show pictures of Tokyo's airport.
B. Meet Taro, Yoshiko, and Father. (They are dressed in Japanese clothing.)
C. Show two filmstrips: "Japan" and "Japanese Workshops and Factories."
D. Teacher may say, "We have seen many different things from Japan (collected prior to the start of the unit), we have heard a story about Japan, we have taken a long trip to Japan. Now what would you like to learn about Japan?"
E. Children ask questions which are then listed on the board.

Fourth Day

A. Children can group the questions according to the following topics: Housing, Clothing, Food, Holidays, Schools, and Games.
B. Various colors can be used to denote questions pertaining to each topic.
C. Each child selects the committee on which he wants to work by drawing a picture which illustrates the committee's topic.
D. Class learns "Sakura."
E. Class begins to learn to count to ten in Japanese.

Fifth Day

A. Make up rules for each committee member and the leader. Put these on charts for reference during the unit.
B. Discuss sources of information.
C. Class sings "Sakura" and learns "Kagome."

WEEK TWO

First Day

A. The Holidays Committee meets with the teacher while other groups do seatwork.
B. This Committee looks through materials, makes tentative plans, and assigns study topics to the members.
C. Suggested plans might include:
    1. Where to find information.
    2. Bringing in pictures and realia.
    3. Interviewing adults to answer questions.
    4. Determining tentative reporting media, puppets, TV roll, etc., and planning for it.
    5. Assignment of persons to study individual holidays.
D. Sugar candy can be served the day of reporting.
E. Suggested projects might include making of paper carps, dressing dolls for the Doll Festival, and giving the class festival pictures to color.
F. The teacher might read: <u>The Greedy One</u> or <u>Susu and the Bride Doll</u>.

Second Day

A. The School Committee meets with the teacher, looks at materials, and determines their assignments.
B. Plans can be made to: 1) depict a typical Japanese school day through stories or murals; 2) build a replica of a Japanese school; 3) write the Japanese words for the numerals 1 to 10 and put them on the felt board; and 4) learn some Japanese games and teach them to the rest of the class during gym.
C. Project can be to make furoshi'ki.
D. The teacher may read "The Twins' Lucky Day" to the whole class.

WEEK TWO (cont.)

Third Day

A. The Clothing Committee meets with the teacher while the other two committees meet in their corners of the room.
B. Oral or written reports on seasons can be assigned.
C. Paper dolls can be dressed in kimonos, uniforms, and rice planters' attire. The clothing can be made from art- and wall-paper, the dolls from cardboard. Oral or written reports on clothing can be assigned.
D. A report can be assigned on the topic, silk.
E. Have a bulletin board display.
F. Children may decide to dress manikins in Japanese garb, and to make rice planters' hats from paper.

Fourth Day

The Housing Committee can meet while the others meet in other areas of the room. Planning will be similar to that of other committees.

Fifth Day

Committees meet to find information.

WEEK THREE

First Day

A. Committees work on projects. Teacher aids group processes.
B. Teacher reads story to whole class: "Three Strong Women."

WEEK THREE (cont.)

Second Day

A. Committees work on projects.
B. Teacher shows filmstrip "Families of Japan."

Third Day

A. Committees work on projects.
B. Teacher shows film "Japan, Food from Land and Sea."

Fourth Day

A. Committees prepare reports.
B. Teacher reads story or poem, and teaches a new song.

Fifth Day

A. Committees complete report preparation.
B. Teacher shows film or filmstrip.

WEEK FOUR

First Day

A. Holiday Committee reports.
B. Teacher shows film "Japanese Families" (Sterling)

Second Day

A. School Committee reports.
B. Role-play school routine.

WEEK FOUR (cont.)

Third Day

A. Clothing Committee reports.
B. Class makes paper clothing, hats, obi, etc.

Fourth Day

A. Housing Committee reports.
B. Class draw pictures of houses.

Fifth Day

Teacher leads a review and discussion utilizing questions originally posed by the children to determine if all questions have been answered, and if children recall answers already presented by the committees.

WEEK FIVE

First Day

The facts of the study are employed under the direction of the teacher toward the "discovery" of social science generalizations.

Second Day

Class and teacher plan and begin preparing for the culminating activity.

Third Day

Preparations for culminating activity continue.

WEEK FIVE (cont.)

Fourth Day

Preparations for culminating activity continue.

Fifth Day

Culminating Activity

A. Invitations sent to parents.
B. Greeting of parents and taking off of shoes at door.
C. Invite parents to sit with a committee.
D. Committees tell their stories, show their realia, and present their reports.
E. Parents may ask for clarification.
F. At "bell" parents rotate to another committee until all committees have been heard.

CULMINATING ACTIVITIES

1. Send INVITATIONS to other classes to come for a program.

2. Program:
   a. Committees may repeat their CLASS PRESENTATIONS using things they have made, house models, plates, kites, murals, etc., to illustrate their talks.
   b. Pupils may each receive a pair of CHOPSTICKS with which to eat rice from paper plates.
   c. A Japanese GUEST may be invited for the program.
   d. PARENTS may be invited to attend the program.
   e. COMMITTEES may be grouped with their materials in various corners of the room. Visitors may start out by joining a group for a presentation and then <u>rotating</u> at a signal to hear all the other groups.

3. Class writes a PARODY of a children's song (Mary Had a Little Lamb, Twinkle, Twinkle, etc.), telling about Japan. Pictures, murals, etc. may be shown as they relate to the verses.

4. Construct a large SCRAPBOOK which may include a map of Japan, a class story describing the country, and class or committee stories on clothing, foods, customs, holidays, schools, and games.

5. DRAMATIZE a story such as "The Wonderful Teakettle," "The Badger Song," "Cherry Blossoms," and "Terri, Terri, Bocu."

6. Have a KITE FLYING CONTEST on the playground. Kites can be decorated with Japanese symbols.

7. Say "Good-bye" to Japanese friends and fly home by air.

8. CHECK QUESTIONS originally posed by class to determine if all have been answered.

9. Have a Japanese TEA PARTY. Prepare menu and carry through.

10. Paint a scene of Japan, paste on cardboard, and cut into a JIGSAW PUZZLE.

11. Make a FILMSTRIP (35 mm film) or motion picture, which may include scenes of children on their "flight," the arrival at the airport, a tour of Tokyo, a visit to a "Japanese home" (which may have been constructed by housing committee), Japanese clothing, children playing a game or celebrating a Japanese holiday, and other topics included in the study.

    This activity may be planned to follow the sequence of the scrapbook (activity #4) or the parody (activity #3), or the class may write a new script.

12. A PUPPET SHOW may present Japanese family life, clothing, routine, customs...

13. Committees may develop a dialogue to accompany a TELEVISION ROLL.

RESOURCES

Books for Teachers

Annotated

1. Behn, Harry. Cricket Songs; Japanese Haiku. Peter Pauper Press, New York, 1964. Reading level - 1-3.

   An attractive collection of Japanese haiku, non-rhyming 3-line, 17-syllable nature poems. Illustrated with reproductions of Japanese paintings, black and white.

2. Caldwell, John C. and Elsie F. Our Neighbors in Japan. John Day Co., New York, 1960.

   Elementary description of Japanese family life and customs, as seen by the visiting Caldwell family. Photographs on nearly every page. List of Japanese words.

3. Edelman, Lily. Japan in Story and Pictures. Harcourt, Brace and World, Inc., New York, 1953. Reading level - 4, 56 pp.

   Photographs of adults and children in many typical activities at home, work, play, and festivals, watching a kami-shibai, and others. Contents include Japanese schools, homes, farms, cities, vacations and holidays, and a section on things to do such as counting in Japanese, singing "Sakura," and playing jan ken pon.

4. Feuchter, Clyde. Japan. 1955. Reading level - 4-6.

   Japanese geography, climate, economic problems are the main topics of this book. There are a few pages (6-14) about the way people live, which ought be of use to primary teachers.

5. Flory, Jane. One Hundred and Eight Bells. Houghton Mifflin Co., Boston, 1963. Reading level - 3-5, 219 pp.

   A story about people, their characters, their aspirations, and their experiences. Except for the Japanese setting, this story could occur anywhere.

6. Fribourg, Marjorie G. Benkei, The Boy Giant. Sterling Publishing Co., New York, 1958. Reading level - 4-6, 44 pp.
   The legend of Benkei, the giant, has been told for more than 800 years in Japan by campers sitting around campfires and mothers and fathers telling tales of strength and courage. It tells of the transformation of a strong fool into a kind wise man.

7. Gray, Elizabeth J. The Cheerful Heart. The Viking Press, New York. Reading level - 8-12, 176 pp.
   The story of a family that goes back to Tokyo a few years after the War. It focuses on a Japanese girl who, with cheerful heart, helps her family rebuild their lives.

8. Honda, Isao. How to Make Origami. 1959.
   In addition to directions, actual sample of the product of this kind of paper folding are part of the book. Some are simple enough for very young children to make.

9. Jakeman, Alan. Getting to Know Japan. 1960. Reading level - 4-6.
   Checked for "accuracy of fact and interpretation" by the press and Cultural Affairs Section of the Embassy of Japan, this book would seem to be a reliable source of information for primary teachers. However, the family life presented is that dominated by a grandmother. Description of food is more specific than in most books. There is a page of Japanese expressions, with pronunciation.

10. Larson, Joan. Visit With Us in Japan. Prentice-Hall, Englewood Cliffs, New Jersey.
    Text and many pictures, beginning with a letter of invitation to come to Japan, for an interesting vignette.

11. O'Donnell, Mabel. Japanese Children. (Coordinated with a film by the same title, available from Encyclopedia Brittanica Films), Row Peterson & Co., Evanston, Illinois, 1951. Reading level - 7-10, 36 pp.
    A variety of Japanese customs, holidays, and expressions are interestingly presented with uncluttered photographs.

12. Peterson, Lorrain D. How People Live in Japan. Benefic Press (Beckley-Cardy), Chicago, 1963. Reading level - 4-6, "Understanding the People of Japan," pp. 25-49.
    This section of the book is concerned with food, clothing, and education in Japan.

13. Pitts, Forrest R. Japan. Fideler Publishing Co., 1962. Reading level - 4 and up.
This book is commonly used by upper elementary students in their studies of other countries. Some of the topics of interest are climate, recreation, schools, clothing, homes, festivals, arts. There is a companion portfolio of 8½x11 photographs, which can be utilized by the children or the teacher.

14. Sawyers, Martha and W. Reusswig. Illustrated Book about the Far East. 1961, Japan pp. 68-87.
Contains large colorful illustrations of the people and home life.

General

1. Allen, G.C. A Short Economic History of Modern Japan. Unwin University Books, London, 1962.

2. Anesaju, Masaharu. Religious Life of the Japanese People. The Society for International Cultural Relations, Tokyo, 1961.

3. Beardsley, Richard K., John W. Harr, and Robert E. Ward. Village Japan. University of Chicago Press, Chicago, 1958.

4. Behn, Harry. Japanese Haiku Series II - The Four Seasons. Peter Pauper Press, New York, 1958.

5. _____. Japanese Haiku Series III - Cherry Blossoms. Peter Pauper Press, New York, 1960.

6. _____. Japanese Haiku Series IV - Haiku Harvest. Peter Pauper Press, New York, 1962.

7. Buell, Hal. Festivals of Japan. Dodd, Mead & Co., New York, 1965.

8. Burks, Ardath W. The Government of Japan. Crowell, New York, 1964, revised ed.

9. Caldwell, John C. Let's Visit Japan. New York, 1959.

10. Coatsworth, Elizabeth. Cricket and the Emperor's Son. W.W. Norton Co., New York, 1962.

11. Comfort, Mildred. Temple Town to Tokyo. Beckley-Cardy, Chicago, 1952.

12. Copeland, Helen. Meet Miki Takino. Lothrop, New York, 1963.

13. Crockett, Lucy. Teru, Tale of Yokohama. Holt, Rinehart & Winston, New York, 1950.

14. Darbois, Dominique. Noriko, Girl of Japan. Follett, Chicago, 1964.

15. Dore, Ronald P. City Life in Japan. University of California Press, Berkeley and Los Angeles, 1958. Section III, "The Family." (Issued in paperback 1965.)

16. _____. Land Reform in Japan. Oxford University Press, London, 1959.

17. Faulkner, Georgene. Little Peachling and Other Tales of Old Japan. Volland, New York.

18. Feis, Herbert. The Road to Pearl Harbor. Atheneum, New York, 1962.

19. Gallant, Kathryn. Mountains in the Sea. Coward McCann, New York, 1957.

20. Goode, William J. World Revolution and Family Patterns. The Free Press of Glencoe, New York, 1963. Chapter VII, "Japan," pp. 325-365.

21. Griffis, Faye C. Lantern in the Valley. Macmillan Co., New York, 1956.

22. Hall, Robert B., Jr. Japan: Industrial Power of Asia. D. Van Nostrand, Princeton, New Jersey, 1963.

23. Hawkinson, Lucy. Dance, Dance, Amy-Chan. Albert Whitman, Chicago, 1964.

24. Hearn, Lafcadio. The Boy Who Drew Cats and Other Tales. Macmillan Co., New York, 1955.

25. _____. Japanese Fairy Tales. Peter Pauper Press, Mt. Vernon, New York, 1948, 1958.

26. Helfman, Harry. Origami. Platt & Munk Publishers, New York, 1960.

27. Kennedy, Malcolm. A Short History of Japan. New American Library of World Literature, New York, 1964.

28. Komatsu, Isao. The Japanese People - Origins of the People and the Language. Society for International Cultural Relations, Tokyo, 1962.

29. Koyama, Takashi. The Changing Position of Women in Japan. UNESCO, Paris, 1961.

30. Kuhn, Ferdinand. Commodore Perry and the Opening of Japan. Random House, New York, 1955.

31. Lewis, Richard. The Moment of Wonder. Dial, New York, 1964.

32. Lifton, Betty Jean. The Dwarf Pine Tree. Atheneum, New York, 1963.

33. _____. Kap the Kappa. Illustrated by Eiichi Mitzai. Morrow, 1960.

34. _____. The Cock and the Ghost Cat. Atheneum, New York.

35. Lockwood, William W. The Economic Development of Japan. (Growth and Structural Change, 1868-1938).

36. Maki, John. Government and Politics in Japan. Praeger, New York, 1962.

37. Michael, Franz H. and George E. Taylor. The Far East in the Modern World. Holt, Rinehart and Winston, New York, 1956 and 1964.

38. Miyawaki, Tatsuo. Happy Origami. Japan Publications Trading Co., Rutland, Vermont, 1960.

39. Morris, Ivan. Japan 1931-1945. D.C. Heath Co., Boston, 1963.

40. Nakamura, Julia. The Japanese Tea Ceremony. Peter Pauper Press, Mt. Vernon, New York, 1965.

41. Olson, Lawrence. Dimensions of Japan. American Universities Field Staff, New York, 1963.

42. Pelto, Pertti J. The Study of Anthropology. Charles E. Merrill Books, Columbus, Ohio, 1965.

43. Piper, Watty. Children of Other Lands. Platt & Munk, New York, 1933.

44. Rawson, Phillip. Japanese Paintings. New American Library of World Literature, New York, 1963.

45. Reisehauer, Edwin O. The United States and Japan. Viking Press, New York, 1957.

46. Reynolds, Barbara. Emily San. Scribners, New York, 1955.

47. Reynolds, Robert. Commodore Perry in Japan. American Heritage Junior Library, Harper Row, 1964, 1965.

48. Rinden, Gertrude J. Kenji. Friendship Press, New York, 1957.

49. Rowe, Dorothy. The Begging Deer and Other Stories of Japanese Children. Macmillan Co., New York, 1928.

50. Scalapino, Robert. Japan - Ally in the Far East. Laidlaw, River Forest, Illinois, 1964.

51. Simon, Charlie May. A Seed Shall Serve. E.P. Dutton & Co., 1958.

52. Slobodkin, Louis. Yasu and the Strangers. Macmillan Co., New York, 1965.

53. Solomon, Louis. Voiceway to the Orient. McGraw-Hill, New York, 1964.

54. Smith, Thomas C. The Agrarian Origins of Modern Japan. Stanford University Press, 1959.

55. Sojo, Toda. The Animal Frolic. Putnam, New York, 1954.

56. Spencer, Cornelia. Japan. Holiday House, New York, 1948.

57. _____. Made in Japan. Alfred A. Knopf, New York, 1963.

58. _____. Understanding the Japanese. Aladdin Books, New York, 1949.

59. Stamm, Claus. The Very Special Badgers. Viking Press, New York, 1960.

60. Storry, Richard. The Double Patriots - A Study of Japanese Nationalism. Chatto & Windus, London, 1957.

61. Tiedemann, Arthur. Modern Japan. Van Nostrand, Princeton, New Jersey, 1955, 1962.

62. Toto Shuppan Co., Ltd.: Tokyo, Japan. Origami. Chiyoda Publishing & Printing, Tokyo.

63. Trewartha, Glenn T. Japan: A Geography. University of Wisconsin Press, 1965.

64. Vaughn, Josephine. The Land and People of Japan. Phil-Lippincott, New York, 1952.

65. Vogel, Ezra. Japan's New Middle Class. Berkeley and Los Angeles, University of California Press, 1964.

66. Ward, Robert E. and Roy C. Macridis. Modern Political Systems: Asia. Englewood Cliffs, Prentice-Hall, 1964. Section on Japan.

67. Welch, Clifford. Our Neighbors of the Pacific. Beckley-Cardy, Chicago, 1955.

68. Whitney, Phyllis A. Secret of the Samurai Sword. Westminster Press, Philadelphia.

69. Yasuda, Yuri. Old Tales of Japan. Toppan Co., Japan, 1953.

Books for Children

Annotated

1. Baruch, Dorothy W. Kappa's Tug-of-War with Big Brown Horse. Illustrated by Sanryo Sakai. 1962. Reading level - 1-3.

   Kappa, a Japanese water imp, steals melons and other delicacies from old Farmer Shiba. He even tries to steal Big Brown Horse, but the farmer knows what to do, and in the end a penitent Kappa brings fresh fish each night, instead of stealing melons.

2. _____. Kobo and the Wishing Pictures. Illustrated by Yoshie Noguchi. Charles E. Tuttle, Inc., Rutland, Vermont and Tokyo, 1964.

   Tells of the custom of hanging ema, wishing pictures, on the walls of shrines, and of the young boy Kobo's Search for the answer to the question, "What shall I wish?" Exposes many Japanese customs and presents situations which are common to all children around the world.

3. Brick, A.R. Eva Visits Noriko-San. Macmillan Co., New York, 1961.

   Photographs on every page record the flight of a little Swedish girl to visit her Japanese friend. Many customs, clothing, Boys' Festival, Girls' Festival appear in the story.

4. Bryant, Sara Cone. The Burning Rice Fields. Illustrated by Mamoru Funai. Holt, Rinehart, & Winston, New York, 1963. Reading level - 2-3. 20 pp.

   Old man living with grandson on mountain, watch over rice fields for all the village people. Horrified when they see the rice crops on fire, they run to mountain-top to ask old man why. He shows them mighty wall of water rolling in, destroying village. The people are thus saved.

5. Buck, Pearl. One Bright Day. John Day Co., New York, 1950.

   Thanks to a kindly man, a never-to-be forgotten day is spent by an American mother and her two daughters in a Japanese seaport. They visit tame deer and parrots, see Punch-and-Judy show, and swim. Shows charm of Japan, and courtesy of people. From true experience of author.

6. Buell, Hal. Young Japan. Dodd, Mead & Co., New York, 1961. Reading level - 2-3, 64 pp.

   An interesting photographic panorama of a great variety of Japanese customs, geography, holidays, schooling and recreation.

7. Butterfeld, Carole. Let's Talk about the World. Holt, Rinehart, & Winston, New York, 1963. Reading level - 1, 20 pp.

   An actual conversation between a group of five year olds in a Plainfield, New Jersey school. Talk goes from trees and flowers to houses, shops, schools, and church, to the seasons and then people.

8. Carr, Rachel. The Picture Story of Japan. Illustrated by Kazue Mizumura. David McKay Co., Inc., New York, 1962. Reading level - 4-6.

   Excellent text and drawings of home interiors and furnishings, dress, family routine, festivals, history, art forms, industries, sports, and language, including ideographic writing (Kanji).

9. Coatsworth, Elizabeth. The Cat Who Went to Heaven. Macmillan Co., New York, 1958. Reading level - intermediate, 62 pp.

   The tale of a cat who brought a poor Japanese artist good fortune. The artist receives a commission to paint a silk scroll of the death of Buddha. Through compassion he includes the likeness of the cat. The only animal, as legend tells us, which did not accept the teachings of Buddha, was the cat. Thus is provoked a Buddhist miracle.

10. Dines, Glen. A Tiger in the Cherry Tree. Macmillan Co., New York, 1958. Reading level - 1-3, 40 pp.

    An old magician and his timid tiger take refuge in a village cherry tree. When a grumpy landlord tries to drive them away, the cherished tree begins to wither. It is the children who contrive to bring back the magician and save the tree. Colorful illustrations, showing children in both Western and traditional dress.

11. Jackson, Kathryn. Homes Around the World. Silver Burdett Co., Morristown New Jersey, 1957. Reading level - 1-3, 144 pp. "Pretty Home in Japan," pp. 132-137.

    Simple photographs of Japanese homes, dress, and family routine from mealtime to bedtime.

12. Kawaguchi, Sanac. The Insect Concert. Little, Brown & Co., Boston, 1958. Reading level - 1-3, 31 pp.

    Yuki and Yoko find a golden cricket whose chirping sounded like a clear golden bell song. They befriend the cricket, who remembers their kindness and sings for them. Festival scenes are picturesque and full of information.

13. Lattimore, Ellen F. Happiness for Kimi. William Morrow & Co., New York, 1958. Reading level - 3-5, 126 pp.

Around the plot of a little girl's tearful departure to a home in the city is built a pleasant unfolding of the daily events and tone of Japanese life.

14. Lewis, Janet. Keiko's Bubble. Illustrated by Kazue Mizumura. Doubleday & Co., Garden City, New York, 1961. Reading level - 2-3, 62 pp.

This is a story of a poor fisherman's family as they approach the holiday of Girls' Day. The dilemma is that of buying a gift for Keiko or a sorely needed glass float for the fishing nets. Keiko's bubble is her gift and the float which brings good luck to the family.

15. Lifton, Betty Jean. Joji and the Amanojaku. Illustrated by Eiichi Mitsui. W. W. Norton & Co., New York, 1964. Reading level - 1-3, 60 pp.

Joji, Japan's most famous scarecrow, tries to outwit the frightening goblin, the amanojaku, who plants thorn bushes in the rice paddies to kill the rice.

16. _____. Joji and the Dragon. W.W. Norton & Co., New York, 1957. Reading level - 1-3.

Joji, the scarecrow, protects the rice by befriending the crows and persuading them to eat worms instead of rice. When he is threatened with replacement by a fierce dragon, the crows help him regain his rightful position as proctor of the rice paddies.

17. _____. Joji and the Fog. William Morrow & Co., New York, 1959. Reading level - 1-3.

Joji finds that Fog is more of a problem than his friends the crows. Eventually he learns how to be a scarefog. An involved story which shows the importance of the rice paddies to the Japanese people.

18. McClure, Herbert. Children of the World Say "Good Morning." Holt, Rinehart & Winston, New York, 1963. Reading level - 1, 24 pp.

"Good morning" is said in several different languages, and also printed in these languages.

19. Martin, Patricia. The Greedy One. Illustrated by Kazue Mizumura. 1964. Reading level - 1-3.

A pet cormorant gobbles up the family's fish on Boys' Day, and so Kenji and his cormorant must, and do, procure a replacement. Western dress and bicycles are seen in place of the kimonos and jinrickshas of the author's book about Girls' Day.

20. Martin, Patricia. Susu and the Bride Doll. Rand McNally, New York, 1960. Reading level - 1-3.

Along with description of the traditional celebration of the Festival of the Dolls, there is a touch of fantasy in which a rare bride doll finds her long lost bridegroom, with the help of Susu. This is entirely a story of the days of kimonos and jinrickishas.

21. Matsui, Tadashi. Oniroku and the Carpenter. Illustrated by Suekichi Akab. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963. Reading level - 1-3, 28 pp.

The tale is very reminiscent of the children's story of Rumplestiltskin, but the bargain this time is between an ogre and a carpenter.

22. Matsuno, Masako. Chie and the Sports Day. Illustrated by Kazue Mizumura. World Publishing Co., Cleveland, 1965. Reading level - 1-3, 30 pp.

Chie admired her friend Ichiro who could run faster than she, but not so fast as his friends at school. Ichiro befriends Chie and together they win first prize during sports day at school.

23. _____. A Pair of Red Clogs. Illustrated by Kazue Mizumura. World Publishing Co., Cleveland, 1960. Reading level - 1-3, 24 pp.

A little girl does not take good care of her new clogs which soon crack. She is ashamed but learns how better to care for her things.

24. _____. Taro and the Bamboo Shoot. Illustrated by Yasuo Segawa. Random House, New York, 1964. Reading level - 2-3, 30 pp.

A fantastic tale about Taro and the bamboo shoot which grows to gargantuan size, and when felled, serves as a bridge from the village to the fish-teeming sea.

25. _____. Taro and the Tofu. Illustrated by Kazue Mizumura. 1962. Reading level - 1-4.

A little Japanese boy goes to the shop of an old man to buy bean curd. At a candy store on the way home, he finds he was given too much change, and must decide what to do about it. Pictures show village life and customs.

26. Mears, Helen. First Book of Japan. Illustrated by Kathleen Elgin. New York, 1953. Reading level - 4-6.

Although rather dated, this seems to be a good source of information about family relations and daily life in transitional Japan. Housing, clothing, sports, festivals are simply described. The Japanese values of beauty and politeness are emphasized.

27. Mitchison, Naomi. Presenting Other People's Children. 1961. Reading level - 1-4.

In this outstandingly illustrated book about children of many nations, there are 3 pages of vivid close-up photographs of Japanese children.

28. Piggott, Juliet. Fairy Tales of Japan. Illustrated by Jennifer Harris. Cassell & Co. Ltd., London and New York, 1961. Reading level - 4, 38 pp.

Includes "Momotaro," "The Tongue-Cut Sparrow," "The Younger Prince," and "The Elder Prince." Colorful illustrations.

29. _____. Great Day in Japan: The Bigger Fish. Illustrated by Peter Thompson. Abelard-Schulman, 1962. Reading level 1-4.

Preparing for the celebration of Boys' Festival, two Japanese brothers talk with each other and with their parents about symbolism. The significance of the carp windfish is made clear. The text is rather lengthy for first grade, but the illustrations are attractive.

30. Sakade, Florence (ed.) Japanese Children's Favorite Stories. Illustrated by Joshisuki Kurosaki. 1958. Reading level - 1-4.

A collection of Japanese fairy tales simple enough to read to young children.

31. _____. Japanese Children's Stories.

This is a companion volume to Japanese Children's Favorite Stories. Some of the stories are told in the context of various holidays.

32. Schloat, G. Warren, Jr. Junich: A Boy of Japan. Alfred A. Knopf, New York, 1964. Reading level - 8-11.

An excellent photographic excursion into a large range of Japanese customs, habits, and culture.

33. Stamm, Claus. Three Strong Women. Viking Press, New York, 1962. Reading level - 2-4, 47 pp.

A charming tall tale about a strong man who was trained to be truly strong by three strong women.

34. Tuttle Co., Charles E. Happy Days in Japan. Rutland, Vermont, 1954. Reading level - 1.

An English adaptation of a Japanese children's book. Presents kirogana syllabry, songs, festivals, games, and other topics of interest to children all over the world.

35. Uchida, Yoshiko. The Dancing Kettle and Other Japanese Folk Tales. Harcourt, Brace & Co., New York, 1949.

"Urashima Taro and the Princess of the Sea"
"The Eight-Headed Dragon"
"The Old Man with the Bump"
"The Rabbit and the Crocodile"
"The Jewels of the Sea"
"The Princess of Light"
"The Wedding of the Mouse"
"Momotaro: Boy-of-the-Peach"
"The Piece of Straw"
"The Tongue-Cut Sparrow"
"The Princess and the Fisherman"
"The Old Man of the Flowers"
"Isun Boshi, the One-Inch Lad"
This book also has glossary and a guide to pronunciation.

36. _____. The Forever Christmas Tree. Scribners, New York, 1963. Reading level - 1-3.

Learning about Christmas in school, a Japanese girl hurries home to tell her younger brother about Christmas trees. Their decision to decorate a live tree leads them into the courtyard of a grumpy neighbor. Their youthful pleading eventually softens him, and all ends happily.

37. _____. Rokubei and the Thousand Rice Bowls. 1961. Reading level - 1-4.

Rokubei, a farmer, made pottery to supplement his meager income. Since he was not a very good salesman, his house was soon full of bowls. A humorous incident led to a large sale to a lord and to a relatively affluent life on palace grounds. But the family soon chose to return to the rice fields and the "wind that shivered through the bamboo."

38. _____. Takao and Grandfather's Sword. Illustrated by William M. Hutchinson. Harcourt, Brace & Co., New York, 1958. Reading level - 8-12, 125 pp.

Takao wanted to help his father work at the potter's wheel. His quarreling and thoughtless boasting lead to a destructive fire. Only through his grandfather's sword does Takao learn about growing into manhood.

39. Yamaguchi, Tohr. The Golden Crane. Illustrated by Marianne Younguchi. A Wise Owl Book, Holt, Rinehart, & Winston, New York, 1963. Reading level - 2-4, 30 pp.
    Toshi and his uncle, Oji-san care for a wounded Golden Crane whose magical powers save them all from capture.

40. Yashima, Mitsui and Taro. Plenty to Watch. Viking Press, New York, 1954. Reading level - 1-3, 39 pp.
    Detailed descriptions and illustrations of shops children pass on way to and from school. Actual memories from author's childhood include the tatami-maker, the sweet shop, the dyer, the umbrella and lantern makers and others.

41. Yashima, Taro. Crow Boy. Viking Press, New York, 1955. Reading level - 1-3.
    A Japanese boy, shy and withdrawn, is overlooked in school until a talent show arranged by a new teacher reveals his special talent. Respect o the other children is gained when they discover his ability to imitate sounds of crow.

42. _____. Village Tree. 1953. Reading level - 1-3.
    Author-artist recalls boyhood fun in a Japanese village, where a large tree on a river bank was the center of activities.

43. Yashima, Taro and Hatoju Maku. The Golden Footprints. World Publishing Co., Cleveland, 1960. Reading level - intermediate.
    A tale of a precious baby fox who would not eat from the hands of his human keepers.

General

1. Kawaguchi, Sanac. Taro's Festival Day. Little, Brown, New York, 1957.

2. Kirk, Ruth and Ira Spring. Sigemi, A Japanese Village Girl. Harcourt, Brace & Co., 1965.

3. Kishida, Eriko. Hippopotamus. Prentice-Hall, Englewood Cliffs, New Jersey, 1963.

II PERIODICALS

1. "Asia and the Pacific," (Special Travel Section), Saturday Review. Vol. 68, No. 38, Sept. 18, 1965, pp. 38-40, 81-82.

2. Bernstein, Cal. "The Bomb: From Hiroshima to ...," Newsweek. Vol. LXVI, No. 6, Aug. 9, 1965, pp. 52-57.

3. "Eight Japanese Women," Look. Vol. 29, No. 17, Aug. 24, 1965, pp. 53-59.

4. Holiday. Vol. 3, No. 4, Oct. 1961.

5. Life. (Special Issue on Japan), Vol. 57, No. 11, Sept. 11, 1964.

6. Look. (Special section on Japan), Vol. 29, No. 16, Aug. 10, 1965, pp. 17-37.

7. National Geographic. Dec. 1960.

8. National Geographic. Oct. 1964.

9. New York Times. July 11, 1965, sec. 11.

10. "Plane Crash on Mt. Fuji," Look. March 1966.

11. Steinberg, Raphael. "Hiroshima: In a Flash It Was Gone," Saturday Evening Post. 238th year, Issue No. 16, pp. 29-35.

III FILMS

Annotated

1. "Agriculture in Japan," color, 28 mins.
   The four seasons in the life of a Japanese farmer are depicted, in the field, home, and community. The production of fruits and vegetables, such as rice, apples, and strawberries are colorfully presented.

2. "Agriculture Today in Japan," color, 30 mins.
   Japan in recent years has achieved self-sufficiency in rice production, as a result of spectacular improvements in farm technology, use of improved varieties and liberal use of chemical fertilizers.

3. "The Architecture of Japan," color 20 mins.
   Traditional architecture of Japan, based on wood, features exposed structures, sturdy interlocking columns and beams, open interiors, pure lines, and rich surface textures. Featured in this film are the Horyuji Temple, the Todaiji Temple, and the Katsure Villa. In startling contrast are contemporary structures of steel, glass, and concrete.

4. "Ceramic Art of Japan," color, 18 mins.
   This presentation shows historic examples of the development of Japanese ceramics from the early influence of China and Korea to the creation of purely indigenous Japanese styles and techniques. Special attention is given to some early Temmoku ware, Karatsu ware, Nabeshima ware and Kenzan ceramics.

5. "Children at Play," color, 19 mins.
   Japanese children, like their foreign counterparts, gather together for fun and frolic. This film vividly portrays the vitality of youth, arising from healthy bodies and a happy outlook on life.

6. "Children's Songs of Japan," color, 29 mins.
   This film presents many of the most popular children's melodies of Japan against the colorful backgrounds of Japan's natural beauty.

7. "A Children's World of Travel," color, 14 mins.
   Aboard many public conveyances, the viewer is taken on a miniature tour of Japan, including a visit to a playland.

8. "Conspiracy in Kyoto," color, 30 mins. Audio-Visual Center, Indiana University, Bloomington, Indiana.
   A beautiful filming of a story in pictures from a classic narrative handscroll.

9. "A Day with a Japanese Family," color, 31 mins.
   A day in the lives of the members of a typical Tokyo family shows that it could be duplicated in many areas of the world today. Their activities include attending school, doing chores, buying family car, PTA meeting, and a matinee performance of the Kabuki.

10. "Enchanting Japan," color, 27 mins.
    The viewer is taken on a grand tour of Japan. Some of the famous places visited are Great Buddha, Mt. Fuji, old Imperial Palace, Geisha dances, and Bunraku Theatre.

11. "Family in Tokyo," color, 15 mins. Pat Dowling Pictures, Bailey Films, Inc., Hollywood, Calif.
    Shows how an average middleclass Tokyo family lives, featuring the usual daily activities of a father, mother, and two children.

12. "Festivals of Japan," color, 25 mins.
    Six major festivals have been selected from the great folk traditions of Japan, showing that these traditions are still very much alive.

13. "Fishery in Japan," color, 28 mins.
    Fishing is one of Japan's most important industries, and this film shows the various techniques employed in coastal and deep sea fishing as well as operations in freezing and canning the catch.

14. "Folk Songs of Japan," color, 29 mins.
    Traditional folk songs and dances are depicted, taking the viewer on a musical and visual tour of Japan, starting with a song played on the koto.

15. "The Four Seasons of Japan," color, 27 mins.
    The camera has caught some of the outstanding seasonal highlights which bring constant joy to the nature-loving Japanese people.

16. "Gardens of Japan," color, 18 mins.
    Various types of Japanese gardens are shown, from a moss garden to one devoid of trees and water, merely sand and rock. Also shown is famous garden of the Katsura Imperial Villa as a classic example of the art of Japanese landscape.

. "Gymnastics in Japan," b & w, 29 mins.
Many of Japan's leading Olympic gymnasts are shown in action. Standard and slow motion photography are used to demonstrate various techniques.

8. "Hokkaido - Japan's Northern Frontier," color, 14 mins.
From about 1869, new agricultural techniques, and the painstaking labor or early settlers have made Hokkaido a vital economic factor in modern Japanese life. Surrounding waters provide one of the three best fishing grounds in the world. Temperature plunges as low as 30° Centigrade in winter.

19. "Horyuji Temple," color, 25 mins.
The Horyuji Temple of Nara, considered the oldest wooden building in the world, was founded in 607 A.D. by Prince Shotoku. Features of the Temple shown, include details of the pagoda, the residence of the Prince, and detailed close-ups of the many valuable art objects within Temple buildings.

20. "Ikebana: The Art of Flower Arrangement," color, 20 mins.
This film illustrates the various ways in which Ikebana may be used in both traditional and contemporary settings. Included are an explanation of the rigid techniques and pictorial applications at home and in commercial surroundings.

21. "Industries of Japan," color, 30 mins.
The rapid rate of Japan's industrial growth has received the admiration of the entire Free World. This film presents a sweeping view of the major industries such as shipbuilding, power, automotive, steel, electronics, and textile.

22. "The Inland Sea of Japan," color, 28½ mins.
Imaginatively photographed from helicopters, speeding hydrofoils and other unusual vantage points, this film shows olive groves and flower farms, fishing villages and cultured pearl centers, feudal castles, shrines, festivals and beach resorts.

23. "Japan: 1962," color, 30 mins.
This film presents an interesting view of modern Japan at work and play, in cities and countryside. Included are scenes of life on the farm, fishermen at work and activities in the manufactoring sector of the Japanese economy.

24. "Japan Sounds the Song of Silk," color, 30 mins.
Japanese silk, appreciated and sought for throughout the world, still plays a significant role in the nation's economy. The viewer is shown rearing of the silkworms, filature, weaving, and the different methods of dyeing and decorating silk fabrics.

25. "Japanese Doll," color, 16 mins.
This film takes the viewer to the workshop of a master craftsman, where the entire process of creating a doll is shown, from preparation of the framework, painstaking care in creating a facial expression, fashioning a wig, and designing of the kimono, to the final step of fixing the pose of completed doll.

26. "The Japanese Family," b & w, 25 mins. International Film Foundation, New York, 1951.
Domestic industry in relation to family is portrayed, with a sequence on puppet theatre.

27. "Japanese Press in Action," color, 14 mins.
The Japanese press is reputed to be the freest and most vigorous in the world today. Latest electronic equipment and correspondents stationed at strategic news-gathering cities of the world, enable the Japanese readers to keep up with latest developments in the world.

28. "Judo," b & w, 28 mins.
This film illustrates the philosophy - "In yielding is strength." Photographed at the famed Kodokan in Tokyo, the world center of Judo, the Youth Division demonstrates basic principles of balance and strength, and the Adult Division demonstrates various techniques.

29. "Kansai, Cradle of Japanese Culture," color, 29 mins.
A photographic tour of "The Seven Cities of Kansai," and the countryside adjoining them offers glimpses of priests, shrine dancers, temples, cherry blossoms, skilled artisans at work, auctioneers in a busy wholesale market, and contrasts in the traditional and modern architecture and industries of this region.

30. "Kimono," color, 20 mins.
Kimono, long famed as the classic dress of traditional Japan, is still favored garment for such events as a tea ceremony, shrine dance, New Years holiday, and a wedding ceremony, all depicted here. Construction, proper use, and local customs are also explained.

31. "Kyoto: Ancient Capital of Japan," color, 28 mins.
This is a colorful survey of Kyoto's cultural and religious heritage. The old Imperial Palace, feudal castles, shrines, temples, porcelain and textile weaving districts, all help to keep the glorious past alive in contemporary Japan.

32. "Living Arts of Japan," color, 30 mins.
We are shown an internationally renowned potter, a ceramic artist, Yuzen dyeing of kimono fabrics, a master of lacquer art, a bamboo weaver, and an outstanding woodblock artist. The creators and their works are in fact, the truly living arts of Japan.

33. "Maki Sisters: Women of Modern Japan," color, 27 mins.
Mr. Maki, bewildered by the new role and statur of women in modern Japan, begins to understand when a television program, produced by his daughter, shows women leaders in various fields including medical and legal professions. It also shows improved working conditions and expanded leisure activities of women in the city and countryside.

34. "Ryokan, A Japanese-Style Hotel," color, 18 mins.
One of the charming attractions Japan offers a foreign visitor is a stopover at a ryokan, where the visitor is treated to warm hospitality and personalized service. The guest might sleep on a mattress on the tatami-covered floor, or he might have Western-style sleeping accommodations in addition to the traditional decor and service.

35. "School Life in Japan," color, 20 mins.
This film examines many aspects of the Japanese educational system as it takes the viewer to the classroom and the athletic field for study and play.

36. "Schools in Japan," color, 20 mins.
A day in the life of Japanese school children in formal study and in outdoor recreation. Also shown are institutions of higher learning and specialized training schools.

37. "The Television Age in Japan," color, 14 mins.
Mass production of television sets and transmitting equipment in Japan's electronic industry has given them the second largest national total in the world. Networks provide commercial and public programs, a channel devoted to science and technology, other educational programs, sports, and the finest in musical art.

38. "This is Tokyo," color, 28 mins.
Tokyo, the largest city in the world, is a modern metropolis with a rich historical background. Featured are such well-known attractions as the Ginza shopping district, Tokyo Central Station, Marunouchi Plaza, the Tokyo (TV) Tower, and heavy industry. Shrines, temples, parks, and gardens provide quiet and relaxation from busy pace of city.

39. "Traditional Music of Japan," color, 27 mins.

Survey of the origins and growth of traditional Japanese music from folk songs and instruments to the modern use of classic forms with Western instrumentation.

40. "Treasures of Japan," color, 40 mins.

Seven of Japan's traditional arts are portrayed in this film by their seven masters, each of whom has received his nation's highest honor, the designation of "Living Cultural Treasure." The arts include the koto, ceramics, landscape gardening, sumi-e painting, and the Kabuki, Burraku and Noh theaters.

41. "Two Weeks in Japan," color, 30 mins.

The tourist goes from Tokyo to Hakone National Park, to Kyoto, where he views many outstanding cultural and historical features. Then Nara, Osaka, a daylight cruise through the Inland Sea to Beppu, a helicopter ride above an active volcano, and finally a jet returns the visitor to Tokyo.

42. "Young Women of Japan," color, 30 mins.

The young women of modern Japan have come a long way in their social development in comparison with their counterparts in olden days. Today, women have become a vital force in the nation's economy, social life and government, due to better educational opportunities.

(The film annotated in this section, with the exception of those available from Indiana University, Bailey Films, and International Films, have been abbreviated from the 1965 listing available from Japanese Information Service, Consulate General of Japan, 235 East 42nd Street, New York 17, New York.)

General

1. "An Airplane Trip," b & w, 11 mins. Encyclopedia Brittanica Films, Wilmette, Illinois.
2. "Boy of Japan: Ito and His Kite," color, 11 mins. Coronet Films.
3. "Children of Japan," b & w, 10 mins. Encyclopedia Brittanica Films, Wilmette, Illinois, 1940.
4. "Eskimo Children," b & w, 10 mins. Encyclopedia Brittanica Films, Wilmette, Illinois.
5. "Japanese Boy: The Story of Taro," color, 10 mins. Encyclopedia Brittanica Films, Wilmette, Illinois.
6. "Japan's Art - From the Land," color, 10 mins. Holt, Rinehart, and Winston, Inc., New York, 1962.
7. "Japan's Food from Land and Sea," color, 12 mins. Holt, Rinehart, and Winston, Inc., New York.
8. "Japan's Geography - Human and Economic," color, 13 mins. Holt, Rinehart, and Winston, Inc., New York.
9. "Japan's New Family Patterns," color, 15 mins. Holt, Rinehart, and Winston, Inc., New York.
10. "Origami," 16 mins. Modern Talking Pictures.

The Information Service of the Consulate General of Japan (235 East 42nd Street, New York 17, New York) publishes an annual film list of 16 mm documentaries on many aspects of Japan. Demands upon the free loan resources provided by the Information Service are extremely heavy, and for this reason it is not possible to request a list and expect to book a film without planning at least three to six months ahead. For this reason it is best to encourage your school or district audio-visual service to purchase a few of the many good films available.

IV FILMSTRIPS

1. "Farm Village in Japan."

2. "Japanese Fishermen."

3. "Japanese Workshops and Factories."

The above three filmstrips, from Encyclopedia Brittanica, Wilmette, Illinois, 1959, are in color, $6.00 each.

They introduce briefly the major aspects of Japan's economy. They are accurate and well balanced, and emphasize the actual rather than the romantic in terms suitable for elementary school use.

4. "Japan" (Families of). Families of the World Series. McGraw-Hill, b & w, 34 frames, with captions.

5. "Our School Life." Bureau of Educational Research, College Road Annex, Ohio State University, Columbus 10, Ohio, 1954, color, $4.00.

A straight-forward description of a day in the life of elementary school children in a small Japanese city. The pictures were taken by a teacher who also wrote the accompanying notes.

6. "Playtime in Japan." Teaching Aids Service, 31 Union Square West, New York 3, New York, 1954, color, $6.00.

Introduces the life and landscapes in Japan in the simplest terms possible, largely through the New Year's Festival. The drawings are by a Japanese artist. They lack the accuracy of photographs, but the informal simplicity should be effective with children.

V MUSIC

Songs

Collections

Folk Songs of China, Japan, Korea. Betty Warner Dietz & Thomas, Choonbai Park, John Day Co., New York, 1964.

A Sampler of Japanese Songs Torii Gate. Informal Music Service, Delaware, Ohio, 1958.

Selections

"Coal Miners' Song," Music Around the World, Grade 6. Music for Living Series, Silver Burdett Co., Morristown, New Jersey, 1962, p. 110.

"Come, Firefly," Birchard, Book 2, p. 112.

"Hata Popo," Music Near and Far, Grade 4. Music for Living Series, Silver Burdett Co., Morristown, New Jersey, 1962, p. 141.

"Hide and Seek," Music in Our Town, Grade 2. Music for Living Series, Silver Burdett Co., Morristown, New Jersey, 1962, p. 14.

3. Units - Books and Records. Springfield, Ohio Public Schools Music Resource Book.

5. "Japanese National Anthem," Our Neighbors in Japan. John and Elsie F. Caldwell, p. 14.

6. "Kagome," Music Round the Clock. Follett, Chicago, 1955, p. 36.

7. "Little Ducks," Happy Days in Japan, Summer. Charles Tuttle, Rutland, Vermont, 1954.

8. "Sakura, Sakura," Birchard, Book 3, p. 85.

. "Silver Stars," (Japanese), Music for Young Americans. Book 1, Vol. I, American Book Co., New York, 1959, p. 17.

. "Spring Tulips," Happy Days in Japan, Spring, Charles Tuttle, Rutland, Vermont, 1954.

11. "Sprinkle the Flowers," (Chinese), This is Music. Book 1, p. 55.

12. "Toso Bushi," Music Around the World, Grade 6, p. 50.

Records

Annotated

1. The Azuma Kabuki Musicians. Columbia ML 4925.

These instrumental and vocal dance accompaniments and adaptations of formal classics are generally close enough to Western music in character and sound to be enjoyed by those who have never heard unusual music.

2. Folk Music of Japan. Ethnic Folkways FE 4429.

The folk music of all countries is essentially vocal. However, the combination of an unfamiliar language with strange conventions of tone and pitch can cause reactions ranging from amusement to acute discomfort, which require careful explanation and translation.

3. Japan Revisited. Capital T-10195.

Features Mamoru Miyagi, renowned as a shakuhachi (bamboo flute) soloist, and the graduates of Tokyo's University of Arts. Vividly portrays the theatre, festivals, etc.

4. A Sampler of Japanese Songs. Informal Music Service, Delaware, Ohio, #IMJ03, 33 1/3 rpm LP. Booklet 30 cents, record $3.00.

Twenty-one traditional songs are presented in original language and in English. Booklet and record follow same pattern. Excellent for group singing.

5. Traditional Folk Dances of Japan. Ethnic Folkways FE 4356.

Excellent notes give texts, backgrounds, descriptions, and pictures of the dances, for which the songs and music are accompaniments.

General

1. Anthems of All Nations. Vol. I, Folkways Records, New York FP 88-1.

2. Exotic Dances. From Collection of La Meri and Ethnic Folkways Library FP 52, Folkways Records and Service Corp., New York.

3. Japan, Its Sounds and People. Capital Records T16230.

4. Japanese Street Scene. James Phoebe.

5. The Little Singers of Tokyo at Lincoln Center. International Records TW91378.

6. Music of the World's Peoples. Ethnic Folkways Library P540, Vol. I, 33⅓ RPM LP, notes by Henry Cowell.

7. Musical Memories of Japan. International Records TW91314 Mono.

8. The Toshiba Singing Angels. Capital Records T10252.

9. Traditional Folk Songs of East and West Japan. Folkways Records.

10. Waka and Other Compositions of Japan. Folkways Records.

11. The World of Man. Vol. I, "His Work," Folkways Records, FP 731, New York.

Pictures of Japanese Instruments

Japan in Pictures. Sterling.
School orchestra, p. 38
Samisen, p. 47
Dancers, p. 48
Making pianos, p. 55

VI OTHER TEACHING AIDS

Pamphlets and Fugitive Materials

1. Asia Society. Books on Asia for Children. A selected reading list, New York, 1961, free. Lists 27 titles, biography, fiction, folk tales, and general books for young children as well as older boys and girls.

2. Field Enterprises Educational Corp. Japan. Reprinted from The World Book Encyclopedia, SA2328, January 1965.

3. Goetz, Delia. World Understanding Begins with Children. United States Government Printing Office, Washington, D.C., 15 cents. Valuable and practical suggestions.

4. Gwinn, Alice E. and Esther L. Hibbard. Fun and Festival from Japan. Friendship Press, New York, revised edition 1956.

5. Hotel Okura. Tokyo Representative: Robert F. Warner, Inc., New York; address: 3 Aoi-cho, Akasaka, Minato-ku, Tokyo.

6. Japan Air Lines. Discover the Delight of Japan.

7. _____. Orient in Luxury. Olson Travel Organization, 1964, 1965.

8. Japanese Information Service. Facts about Japan. Consulate General of Japan, New York, March 1964, ref. no. D3, A7, A10; March 1963, ref. no. D4.

9. Kenworthy, Leonard. Studying Asia in Elementary Schools. World Affairs Materials, New York, 1962, 50 cents. Provocative concepts and extensive bibliographies, although some of the items included are now dated.

10. Kublin, Hyman. What Shall I Read on Japan. Japan Society, New York, Sept. 1963. Annotated bibliography of selected books about Japan.

11. Momiyama, Nanae. Sumi-E (An Introduction to Ink Painting). Japan Society, New York.

12. Nixon, Lucille, M. Living in Japan. Palo Alto Unified School District, Palo Alto, Calif., 1959, $5.00, 215 pp. A teaching unit on Japan designed particularly for use in the fourth grade.

13. World Wide Games. Radnor Road, Delaware, Ohio, 1965.

Pictures and Kits

1. Sterling Publishing Co. Japan in Pictures:
   No. 20 - Port Yokohama
   21 - Underground railway in Tokyo
   22 - Elevated highway connecting downtown Tokyo and Haneda Airport
   23 - Incubator for prematurely-born babies in a Japanese hospital
   25 - Art class in a secondary school
   26 - Telebroadcasting tower and a family watching television
   27 - A Japanese symphonic orchestra
   28 - Noh play

   Also picture of physical exercise class in an elementary school and calligraphy class in an elementary school.
   Also pictures of Japanese instruments:
   School orchestra - p. 38
   Samisen - p. 47
   Dancers - p. 48
   Making pianos - p. 55

2. Tuttle, Charles E. The Japanese Twins' Lucky Day. Picture plays for kindergarten, school and home, Rutland, Vermont, 12 panels, $3.50, Y900.

Other Materials

1. Exhibits: Both the Japan and the Asia Societies (same address, but separate offices) have traveling exhibits of important arts and crafts. These ordinarily circulate to museums, but if your school is unusually well equipped with display space and is staffed with persons able to set up and repack, you may write for descriptions. Also available are small exhibits for classroom use on: Japanese school books, children's books, production of silk, origami, etc. The only cost of the exhibits is that of returning them to New York City or of forwarding them to the next exhibitor by truck or express.

2. Allyn and Bacon Calendars.

3. Free Educational Materials: The Japan Society has available for free distribution to teachers upon request certain other materials dealing with Japanese history, culture, and economy. Included are current periodical supplements devoted to various industries, and pamphlets on science, art, social and political sciences, geography, literature, etc. Requests should be addressed to the Japan Society, and should be reasonable and specific.

4. Large map of Japan, Ministry of Foreign Affairs, Japan, 1962.

JAPANESE FOODS AND RECIPES

Many Americans find Japanese cooking delectable - piquant and fascinating - unique. It is different from any other in the world.

Japanese cooking is characterized by simplicity and variety. Its first principle is to develop the natural flavors of each ingredient. As in Japanese music and flower arranging, all is done in depth. It is not the Japanese practice to blend, but rather to combine flavors. Nor is it the practice to cook foods too long. Indeed, many meats and seafoods are often eaten raw with a sauce or condiment. Dinners are planned with attention to textures, taste harmonies and contrasts. Flavors often are most subtle.

Facts about Rice

The planting and tending of the terraced rice paddies is a picturesque panorama of a way of life. The Japanese eats it, drinks it, and wears it. He uses it as his mainstay of diet, fermenting it into a delicious wine, SAKE, and weaving the stripped plants into bulky, but effective rainwear.

GLOSSARY

Aji-no-moto-monosodium glutamate: a seasoning often called "taste powder" and sold under various brand names. A small amount added to most cooking develops the natural flavors of the ingredients.

Bancha: a coarse, green tea.

Chawan-Mushi: steamed foods.

Chikuwa: fish cake.

Daikon: a large, white radish, usually carrot-shaped.

Dashi: a broth prepared by steeping kambu and katsuobushi in hot water; a mild fish stock.

Kambu: a kind of seaweed, called tangle.

Katsuobushi: shavings of dried tuna.

Matsutake: a mushroom.

Sake: a Japanese rice wine made from white rice, malt mold, and water; usually drunk warm, and often used in cooking.

Sansho: a variety of Japanese pepper.

Sashimi: raw seafood.

Shitake: a Japanese mushroom cultivated in oak logs.

Shirataki: translucent threads of gelatinous starch extracted from a root plant.

Shoyu-soy sauce: made from wheat, soybeans, and salt.

Sukiyaki-beef: vegetables and other ingredients cooked in a sauce of shoyu, sake, and sugar.

Sunomono: vinegared things; a Japanese salad.

Tempura: fish, shellfish, vegetables dipped in a batter and fried in deep oil.

Teriyake: fish marinated in a sauce and broiled.

Tofu: soybean curd.

Wasabi: a variety of horseradish.

Yakitori: broiled chicken.

MENU

SHRIMP CHIPS

KAMABOKO

DASHI TOFU

SAKE

NASU NO SHIGIYAKI TEMPURA

UNAGI AEMONO

NORIMAKI IN SUDARE

BEEF SUKIYAKI

TSUKEMONO

JAPANESE RICE

BANCHA (TEA)

CHAKIN-SHIBORI

FRUIT

Preparation of These Foods

KAMABOKO

Comes in can in the form of a roll. It must be sliced very thin. The color is designated by the Japanese word before Kamaboko on the can.

DASHI TOFU

1 scant cup flaked katsuobushi
1 sq. inch kombu
5 cups water
1 tsp. shoyu
2 tsp. salt

Rinse sand from kombu. Place kombu in water. Bring water to a boil and remove kombu. Add katsuobushi to this broth, remove from burner immediately and let steep a minute or two. Strain through clean cloth and season with salt and shoyu. Save katsuobushi and kombu for preparing second dashi. (First dashi is used chiefly for soups and should be clear and light tea-colored. Do not boil kombu. Second dashi is made with remains of ingredients from first and by adding more water, and used for tempura sauce, etc.

TOFU

4 tsp. egg tofu
4 strips fresh spinach, 1" wide
2 cups first dashi

Place one tsp.-size lump of egg tofu and spinach in soupbowls, and put hot dashi into bowls.

NASU NO SHIGIYAKI TEMPURA (Fried eggplant in miso sauce)

Eggplants
½ cup miso
1 tsp. shoyu
2 tsp. sugar

Fry eggplants. Serve with miso sauce made by mixing remaining ingredients.

UNAGI AEMONO (Broiled eels salad)

1 can Broiled Eels
1 lb. onions
6 Tbl. strained miso
3 Tbl. sugar
3 Tbl. dashi
2½ Tbl. vinegar

Boil onions and cut. Add sugar and dashi to miso. Stir. Add vinegar. Add eels and onions, and mix.

NORIMAKI IN SUDARE

nori (dried seaweed)
sudare (bamboo mat)
rice
kamaboko
string beans
mushrooms
carrots

Place sheet of nori on the sudare. Spread some rice on nori. Leave a border, arrange strands of string beans, mushrooms, carrots, fish cake (kamaboko), and rice on the nori nearest you. Roll away from you. When the sudare touches the rice, lift the mat and continue to roll until completely rolled. Roll again, apply a little pressure to tighten the roll. Slice and serve.

EEF SUKIYAKI

n Japan sukiyaki is prepared on the table over a hibachi. The eaters use hopsticks, taking food directly from the saucepan.

- 4 oz. beef suet
- 2 lbs. tenderloin beef sliced thin
- 12 scallions cut in 2" lengths.
- ½ cup fresh spinach cut in 1" strips
- 2 cups shirataki
- 12 large mushrooms
- 12 pcs. of tofu in 1" cubes
- 1 can bamboo shoots in large-bite sizes

ne can also add celery and onion, cut diagonally and thinly.

auce: ½ cup shoyu
¼ cup sake
1/3 cup sugar

Brown, dip in mustard, if desired before eating. Do not stir. Cook gently over medium fire until vegetables are just tender. Eat with bowls of hot rice.

APANESE RICE

- 1/3 cup rice
- 2/3 cup water

tart with cold water, bring to a boil, simmer on low flame until liquid s absorbed.

BANCHA

Tea is served with all meals and between all meals. Some teas are credited with having medicinal properties. Bancha is a tea used for daily purposes. Other teas are used in ceremonies.

1 Tbl. bancha
3 cups boiling water

Place bancha in teapot. Pour boiling water into pot and let tea steep a minute or two, depending on strength desired. Serve hot.

CHAKIN-SHIBORI (Cakes of potato paste)

6 cups strained sweet potatoes
2 cups sugar
1½ Tbl. salt
1 cup sweet boiled fruit

Cut fruit into pieces, mix potatoes with sugar and salt, and knead. Place 1 Tbl. flavored potato on square cloth. Place fruit on it. Place in left hand, round with the right, and twist giving the potato a twisted onion shape. Remove cloth. Place on plate and serve. Makes 12.

ADDENDA

ADDENDA

The following materials were discovered too late to be included in the main body of this volume or were not fully identified in regard to source, etc.

1. American Geographic Society. Around the World Program, Japan, pp. 53-58.

2. Bauer, Helen and Sherwin Carlquist. Japanese Festivals. Doubleday and Co., Garden City, 1965.

3. Gartler, Marion. Understanding Japan. (Juvenile), Albert Whitman & Co., Chicago.

4. National Geographic Bulletin, April 1960.

5. Seidenstecker, Edward and the editors of Life. Japan. Life World Library, New York Times, Inc., 1965.

6. Soong, Maying. The Art of Chinese Paper Folding. Harcourt, New York, 1948.

7. "Culinary Arts of Japan." (Film)

8. "Dee Dee Chou." (Filmstrip)